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ABSTRACT

National Standards in Foreign Language Education, a collaborative project of the American Council on the Teaching of Foreign Languages, American Association of Teachers of French, American Association of Teachers of German, and American Association of Teachers of Spanish and Portuguese, has developed basic standards for foreign language education at the elementary and secondary school levels. The standards reflect five educational goal areas: communication skills; understanding the cultures associated with languages; interconnectedness of language and other bodies of knowledge; comparisons that offer insight into the nature of language and culture; and participation in multilingual communities. The report begins with a statement of philosophy, background information on the principles behind and development of standards for foreign language study, and notes on language study in the United States. Then the five educational goal areas are discussed in greater depth, and 34 sample "learning scenarios," in which classroom activities reflect the standards outlined, are described. The scenarios were collected from teachers around the country and reflect a wide variety of programs, languages, and school settings. The report concludes with some frequently-asked questions. A list of additional readings in appended. (MSE)

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STANDARDS FOR FOREIGN LANGUAGE LEARNING:

Preparing for the 21st Century

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Preparing for the 21st Century

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American Association of Teachers of Spanish and Portuguese

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Pennsylvania State Modern Language Association

Southern Conference on Language Teaching

Southwest Conference on Language Teaching

Teachers of English to Speakers of Other Languages

Vermont Foreign Language Association

Wisconsin Association of Foreign Language Teachers

Wyoming Foreign Language Teachers Association

January 4, 1996

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▸ the Advisory Council that brought together individuals in leadership positions in business and industry, government, community organizations, and education to review and endorse these standards as challenging goals for students;

▸ the Task Force members, project staff, and consultants who spent countless hours discussing, evaluating, revising, and creating this document;

▸ state representatives who met with us to inform, to react, and to assure that this document has the power to serve as a beacon for effective programs into the next century;

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June K. Phillips
Project Director

Christine Brown
Task Force Chair

Statement of Philosophy

The following statement was developed by the K-12 Student Standards Task Force as it began work on developing national standards in foreign language learning. From this philosophy, the goals for foreign language education were derived, and all the work in standards setting relates to these concepts.

Language and communication are at the heart of the human experience. The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English-speaking backgrounds should also have opportunities to develop further proficiencies in their first language.

Supporting this vision are three assumptions about language and culture, learners of language and culture, and language and culture education:

Competence in more than one language and culture enables people to

- communicate with other people in other cultures in a variety of settings,
- look beyond their customary borders,
- develop insight into their own language and culture,
- act with greater awareness of self, of other cultures, and their own relationship to those cultures,
- gain direct access to additional bodies of knowledge, and
- participate more fully in the global community and marketplace.

All students can be successful language and culture learners, and they

- must have access to language and culture study that is integrated into the entire school experience,
- benefit from the development and maintenance of proficiency in more than one language,
- learn in a variety of ways and settings, and
- acquire proficiency at varied rates.

Language and culture education is part of the core curriculum, and it

- is tied to program models that incorporate effective strategies, assessment procedures, and technologies,
- reflects evolving standards at the national, state, and local levels, and
- develops and enhances basic communication skills and higher order thinking skills.

Standards for Foreign Language Learning

COMMUNICATION

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Introduction

The businessperson, the poet, the emergency room nurse, the diplomat, the scientist, and the teenage computer buff are representative Americans who play diverse roles in life, yet each could present a convincing rationale for the importance of studying a foreign language. Their reasons might range from the realistic to the idealistic, but one simple truth would give substance to them all: to relate in a meaningful way to another human being, one must be able to *communicate.*

From the flowing green lawns and porch swings of rural America to the front stoops of our cities, ours has traditionally been a culture of openness, of passing the time of day with friends who stroll by. But today it is the whole world that is strolling by—coming to our doors to question and discuss, to request our aid, to bring rich gifts. And since the street leads in both directions, we are going out into the wide world to run *our* errands. The neighborhood language of the front porch will no longer serve to transact world business and to make new friends. We must acquire the ability to understand and to be understood in the languages of the worldwide neighborhood.

WE MUST ACQUIRE THE ABILITY TO UNDERSTAND AND BE UNDERSTOOD IN THE LANGUAGES OF THE WORLDWIDE NEIGHBORHOOD.

To study another language and culture gives one the powerful key to successful communication: *knowing how, when, and why, to say what to whom.* All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words. Formerly, most teaching in foreign language classrooms concentrated on the *how* (grammar) to say *what* (vocabulary). While these components of language remain crucial, the current organizing principle for language study is communication, which also highlights the *why*, the *whom*, and the *when* (the sociolinguistic and cultural aspects of language). The approach to second language instruction found in today's schools is designed to facilitate genuine interaction with others, whether they are on another continent, across town, or within the neighborhood.

FOREIGN LANGUAGES AND THE EDUCATED CITIZEN

To study another language and culture enhances one's personal education in many ways. It is only in learning a new linguistic system that one acquires an objective view of one's native language. For someone who has never learned a second language, this point is difficult to comprehend; for those who have learned one, it is manifestly clear. The structural bones of one's language, the limits to the range of ideas expressible in that language, the intense interdependence of language and culture—all these concepts become apparent only as second language acquisition takes place. The student becomes aware of the ways in which language speakers adroitly switch levels of discourse as the context of communication changes. The contributions of volume, pitch, speed, and tone of voice to the emotional layers of language become clear. The language learner also realizes that eye contact, facial expression, and ges-

tures play a vital role in enhancing the message that is being conveyed. With these understandings comes a new-found respect for the beauty and grace of others' languages, as well as one's own.

Research studies indicate that the very process of studying another language may give students a cognitive boost which enables them to perform at higher levels in some other subjects. An analysis of data on over 17,000 students who applied for admission to Northeast Missouri State University between 1981-86 revealed that students who had completed a foreign language course in high school tended to have higher scores on the ACT exams in English and math *regardless of their ability level* (Olsen & Brown 1992). This study reinforces the findings of another researcher, who discovered that high school foreign language students perform significantly better on the SAT verbal exam than non-foreign-language students, and that SAT verbal scores increase successively with each half year of foreign language study. In the same study, it was shown that the economic background of foreign language students did not affect performance; students from lower socioeconomic levels who studied foreign languages performed on a par with their more affluent peers (Cooper 1987).

THE KEY TO SUCCESSFUL COMMUNICATION: KNOWING HOW, WHEN, AND WHY TO SAY WHAT TO WHOM

To study another language and culture provides access to literature as it is experienced by the audience for whom it was written. Irony, humor, satire, and other rich textures of prose are revealed at their deepest level only to those familiar with both the language and culture. Similarly, the subtle seasonings which flavor drama and poetry are discernible only to those who know the language of the playwright and the poet.

To study another language and culture increases enormously one's ability to see connections. Since the *content* of a foreign language course deals with history, geography, social studies, science, math, and the fine arts, it is easy for students to develop an interdisciplinary perspective at the same time they are gaining intercultural understandings. Pedagogically, this is enhanced by the methods used to teach foreign languages: the use of images and items from real life for sharpening perception, a wide variety of physical activities and games, involvement in role play and other dramatic activities, the use of music in both receptive and participatory modes, and learning experiences that call for sequencing, memorizing, problem solving as well as both inductive and deductive reasoning. This broad range of language learning strategies appeals to a variety of learning styles and expands the learner's awareness of the many dimensions of his/her own intelligence.

To study another language and culture is to gain an especially rich preparation for the future. It is difficult to imagine a job, a profession, a career, or a leisure activity in the twenty-first century which will not be enhanced by the ability to communicate efficiently and sensitively with others. While it is impossible to foresee which foreign language will be useful at a later point in life, those who have once experienced the process of acquiring a second language have gained language learning skills that make learning another language easier. Possession of the linguistic and cultural insights which come with foreign language study will be a requisite for life as a citizen in the worldwide neighborhood.

THE DEVELOPMENT OF STANDARDS

In 1993, foreign language education became the seventh and final subject area to receive federal funding to develop national standards for students in kindergarten through twelfth

grade. An eleven-member task force, representing a variety of languages, levels of instruction, program models, and geographic regions, was appointed to undertake the enormous task of defining ***content standards***—what students should know and be able to do—in foreign language education in grades four, eight, and twelve. These standards are intended to serve as a gauge for excellence, as states and local districts carry out their responsibilities for curriculum in the schools.

The Process

The members of the task force approached the development of standards by examining first what foreign language education should prepare students to do: they identified the broad goals of the discipline. Within each of these areas, they then identified the essential skills and knowledge students would need to acquire by the time they left the twelfth grade. It is these essential skills and knowledge which comprise the standards.

At each stage of development, the task force shared its work with the broader profession. Several drafts were broadly disseminated. Task force members gave literally hundreds of presentations and read through many more written comments with each iteration of the draft. All comments were seriously considered, and this document reflects many of the recommended changes.

Relationship to the ACTFL Proficiency Guidelines

In 1986, the American Council on the Teaching of Foreign Languages (ACTFL) released the ACTFL Proficiency Guidelines. Based on the scale developed for use by the federal government, the guidelines provide a common metric against which to measure performance in speaking, reading, writing, and listening in a second language. The work on proficiency has provided the profession with a common yardstick with which to begin the discussion of performance assessment. These discussions have placed the foreign language profession in an excellent position to develop new kinds of performance-based assessments that reflect the content standards in this document. It is obvious in working with the content standards that they encompass much more than the separate skills format outlined in the proficiency guidelines.

Teachers will recognize the influence of the guidelines within the standards, particularly in the area of communication. However, in keeping with the attempt to create broadly conceived standards, communication is organized around a framework of interpersonal, interpretive, and presentational modes (see pages 32-34), rather than carved into separate skill areas of listening, speaking, reading, and writing. Most importantly, the standards venture into areas that will bring legitimacy to many important elements of foreign language instruction that have often been viewed as options or add-ons to make the class "more interesting." It is this focus on content (i.e., gaining access to information in a range of areas of inquiry and human activity) that may have the most lasting impact on our students in the future.

Setting Performance Standards for Language Competencies

Individual states and school districts hold the responsibility for determining performance standards for their students. At the same time, the standards document was developed in the context of raising U.S. expectations to those of schools in other nations. Consequently, schools are encouraged to set exit performance standards that go well beyond the minimal

usages common in the past. The traditional two-year high school programs produced students whose ability to function in the second language was limited to learned expressions and restrained interactions in oral skills. As long as classroom instruction had provided for direct practice with phrases and situations, students appeared able to respond. When opportunities arose for students to be in a situation where the language was used by representatives of the culture, these same students reverted all too frequently to English because they found the level at which they could speak to be inadequate.

In a foreign language program based on the standards outlined in this document, the key question of what students know and are able to do at any level in their studies entails assessment. The variable of language experience and development will have to be constantly monitored so that students and their teachers have a clear understanding of how they are progressing. Learners often reach plateaus in their performance in one modality or context, and they need some time to work comfortably before venturing again into more demanding culturally appropriate communicative tasks. These are some of the main programmatic variables that must be taken into consideration with the various language goals.

No single continuum of language learning exists for all students. Rather, the progress and performance levels of individual learners at any given time depend on a number of factors, including motivation, learning styles and preferences, age, and language learning experiences, which include the languages the learner speaks and the one being learned. For example, Joseph, studying his first foreign language, may be an active conversationalist who likes to stretch himself to get his meaning across, but he may be a less avid reader who rarely ventures beyond classroom texts. Valerie, who studied French in elementary school, now takes Italian in high school and seeks out opportunities to read. She has become quite adept at comprehending challenging materials, but when in a face-to-face conversation, she limits herself in this language to what she knows she can say well. Tina, whose grandparents speak to her in Spanish, is more advanced than others in her class. Her interest is to improve the range of topics she can discuss and write about so that she can use her Spanish later in her career. Jeff, who learned Cantonese at home and in middle school, is now concentrating on learning to speak Mandarin in high school. Students may be at different stages in different modalities or contexts. Determining learner profiles and setting performance levels that will result in more students exiting school at higher stages of second language competencies is a programmatic responsibility.

Particularly for the extended sequences of study envisioned in this document, it will be important that schools set exit standards for communication that reflect the additional time available as well as the range of goals outlined in the standards. All students with motivation and opportunity to learn should be able to reach a stage that reflects abilities to create with the language, to function effectively in that language in anticipated and expanded contexts, to be flexible enough to negotiate meanings on a variety of topics, to pick up a magazine or book that appeals to age and interest and understand portions of it, and to behave in culturally acceptable ways. Some learners will excel and advance to a stage where their language allows them to have greater choice and control in style and range of situations. The content standards provided in this document begin the discussion upon which to build the performance standards that will assess the stage of competencies students are able to attain in U.S. school settings.

THE IMPLICATIONS OF STANDARDS

The development of standards has galvanized the field of foreign language education. The degree of involvement, and of consensus, among educators at all levels has been unprecedented. In some respects, foreign language education was better prepared than other disciplines to undertake standards development. More than a decade of work on defining competency-based teaching and assessment focused language educators on preparing students who can use the language in meaningful ways, in real life situations. Furthermore, that work generated a dynamic discussion on a compelling rationale for language education for all students.

At the same time, the emphasis on immediate needs often resulted in a curriculum that lacked richness and depth and failed to provide a broad range of experience and knowledge. Standards preparation is forcing attention to the broader view of second language study and competence: what should students know and be able to do—and how well? Clearly, the foreign language standards provide the broader, more complete rationale for foreign language education that we have sought for decades but never managed to capture in words or in concept until now.

Even as the national standards project draws to a close, the impact is being felt in states and local districts. Standards that build on the national project are currently in preparation in more than a dozen states, and many local districts are considering the implication of standards for revised curricula and curriculum guides. But this is only a beginning.

National standards establish a new context that defines the central role of foreign language in the learning career of every student. Change will continue to be incremental, but it will accelerate if we succeed in addressing the central issue that sets the stage for the future: the preparation of new teachers of all languages at all levels within our schools. Professional development for practicing teachers will also be crucial, and the message of standards must permeate those learning experiences as well.

Standards have defined the agenda for the next decade—and beyond.

THIS IS ONLY THE BEGINNING... STANDARDS HAVE DEFINED THE AGENDA FOR THE NEXT DECADE–AND BEYOND.

Language Study in the United States

Foreign language programs are thriving at all grade levels in schools throughout the United States. Yet this is not a universal condition, and the opportunity for individual students to develop strong second-language competencies depends greatly on time and place. As the states move forward in adopting stronger standards, they will be looking to expand foreign language programs so that greater numbers of students benefit from longer sequences of instruction in more languages.

THE CURRENT STATUS

The present patchwork quilt of American foreign language curriculum comes in all shapes and sizes. By far, the most common pattern is for schools to introduce foreign language study to ninth graders, and the majority of adolescents enroll for a two-year sequence. That pattern has shifted in many places as states have increased requirements for college admission or for honors diplomas. Most promising is that students themselves recognize the value of another language and choose to progress beyond minimal requirements. In the high schools, enrollments in elective and advanced placement courses are rising. Even with the availability of more advanced courses, beginning a second language in high school does not provide much time for learning to communicate effectively. Students who start earlier have a distinct advantage. Middle schools are now more likely to offer foreign language study than ever before. More significantly, at long last in the United States, we are seeing greater numbers of successful elementary school programs in foreign languages. Young children are learning foreign languages daily in small units of time or more intensively through immersion programs where much of the curriculum is delivered in a second language. Naturally the levels of achievement differ drastically, given such variations.

BEGINNING A LANGUAGE IN HIGH SCHOOL DOES NOT PROVIDE MUCH TIME FOR LEARNING TO COMMUNICATE EFFECTIVELY. STUDENTS WHO START EARLIER HAVE A DISTINCT ADVANTAGE.

A Multitude of Languages

The array of languages American students are learning in their schools today might also surprise the general public. Tradition, history, and even availability of certified teachers have rendered French, German, Latin, and Spanish the most commonly studied languages. Yet, in many regions of the country, programs in languages such as Arabic, Chinese, Hebrew, Italian, Japanese, Portuguese, and Russian attract students who choose those languages for purposes that include ties to ethnic or regional backgrounds, early career plans, personal curiosity, or the perceived challenge.

The Classics. As we approach the beginning of the twenty-first century, the study of classical languages maintains a viable position in foreign language programs at the middle school and high school levels in many parts of the United States. Almost 86,000 students of Latin participated in the 1994 National Latin Exam, and the number of Latin students tak-

ing the Advanced Placement Latin Exams increases each year. The study of Ancient Greek, most commonly available in private schools, also shows increased enrollments based on student entries in the National Greek Exam. The study of classical languages offers students the same benefits as the study of other languages, except that the emphasis on using the language for oral communication is not as significant. The insights into language development, the interaction with ancient civilizations through their literature, and the crosscultural understanding that results from the study of these languages are all compelling reasons for the inclusion of language instruction in the curricula of our schools.

ALL STUDENTS ARE CAPABLE OF LEARNING OTHER LANGUAGES GIVEN OPPORTUNITIES FOR QUALITY INSTRUCTION.

The Less Commonly Taught Languages. The "less commonly taught" languages are paradoxically some of the most commonly spoken languages in the world community. They include Chinese, Arabic, Russian, and Japanese—languages spoken by very large numbers of people. They are the languages of communication among peoples with whom the United States has important relationships in terms of economic ties, strategic interests, and increasing cultural awareness. While speakers of English find certain aspects of these languages (e.g., their writing systems) to be challenging, they are accessible when taught for purposes of communication. Since the time of study required for proficiency in these languages is longer than for other modern languages, it is important to encourage long-sequence programs which begin at the precollege level.

Experience with learning the less commonly taught languages shows that the process of encountering linguistic differences (e.g., the Russian case system, Japanese characters, verbal aspects in Chinese) influences students to become acutely aware of aspects of their own language and of languages in general. As students learn to function in a language like Russian or Chinese, they are also learning strategies for managing the process of language acquisition and for coping with the large variety of language possibilities. Simply put, if studying Russian provokes students to ask whether or not numbers ever have their own "alphabet" or if the past tense requires another set of case endings, they are learning to see language as an open set of possibilities. The answers to those questions also help them see some of the limitations to those possibilities, as well as the common structures of language.

Diverse Language Learners

At one time, and not so long ago, most second-language learners in high schools belonged to the college-bound group. These students pursued language study mainly because higher education required it. In other countries, citizens saw language learning as essential for all people: for those who went on to pursue a professional or liberal education, for those who more directly entered the work force, for those in service industries, or for those who simply wanted to travel. For many years, Americans used the excuse that there was no necessity for other languages, because their country was vast, and English encompassed a huge populace here and abroad. Telecommunications, market competitiveness, and international living have all changed the dynamic as greater numbers of United States citizens now recognize the power of communicating in another language and of knowing other cultures.

Many school personnel understand that the value of language learning goes beyond the practical benefits of communication. All children profit in their thinking skills by learning how a different language system operates, how languages influence one another, and how different cultures express ideas. Students once shut out of language courses prosper in class-

rooms that acknowledge that ALL students are capable of learning other languages given opportunities for quality instruction. Parents and school personnel who observe children in elementary school foreign language instruction cannot identify the college-bound; indeed, they see enthusiastic and successful youngsters enjoying stories or chatting in a second language. In middle schools, students participate in second language learning under a number of program models consistent with current philosophies and approaches for that age group. Earlier starts with language instruction assure greater success for more students.

In many schools around the country, the presence of large groups of students who have home backgrounds in the languages taught at school (e.g., Spanish or Chinese) has led to the establishment of special language courses designed to develop and maintain the language abilities of these students. In Texas, for example, in districts populated by many first, second, and third generation students of Mexican or Central American origin, schools offer both a foreign language track of Spanish courses as well as a track designed for "bilingual" students. Additionally, among many language groups, such as the Chinese, the study and learning of heritage languages are supported in community Saturday programs and schools. In many cases, these groups are exploring the possibility of obtaining academic credit for such study.

EARLIER STARTS WITH LANGUAGE INSTRUCTION ASSURE GREATER SUCCESS FOR MORE STUDENTS.

Specifically, students who enroll in "foreign" language classes are assumed to belong to one of the following two categories: (1) no home background in languages other than English, or (2) home background in languages other than English. The latter category can be further divided into those who are speakers of languages commonly taught in schools as foreign languages (e.g., Spanish), those who are speakers of languages increasingly taught in schools (e.g., Chinese, Japanese, Russian), and those rarely taught in schools as foreign languages (e.g., Thai, Vietnamese, Hungarian).

Among students with home language backgrounds, varying abilities and proficiencies in the heritage language exist. A summary chart of characteristics of home background students is included below. It illustrates the language development needs facing the language teaching professional with regard to these student characteristics.

Figure 1. Characteristics of Home Background Students

Student Characteristics	English Language Development Needs	Heritage/Home Language Development Needs
Second and third generation "bilinguals" schooled exclusively in English in the U.S.	Continued development of age-appropriate English language competencies	Maintenance, retrieval, and/or acquisition of language competencies (e.g.,oral productive abilities) Transfer of literacy skills developed in English to the home language Continued development of age-appropriate competencies in both oral and written modes
First generation immigrant students schooled primarily in the U.S.	Continued development of age-appropriate English language competencies	Development of literacy skills in first language Continued development of age-appropriate language competencies in oral mode
Newly arrived immigrant students	Acquisition of oral and written English	Continued development of age-appropriate competencies in both oral and written modes

Students with varying needs all require access to language instruction that will allow them to: (1) maintain existing strengths in the language; (2) develop strengths in areas in which the home background has not provided support; and (3) use the language for reading and writing.

Instructional Approaches

Current research and classroom practices indicate that a variety of approaches can successfully lead learners to the standards. The evolving research base in second-language acquisition is identifying effective practices, but all the answers are not yet in. The best instructional approach for any group of learners ranging from gifted and talented to the challenged learner differs greatly according to factors such as the student's age, home language, learning preferences, and goals for language learning. Any language user, regardless of age, must internalize (whether consciously or unconsciously) the sound system, a basic lexicon, basic grammatical structures, communication strategies, and rules about how the language is used appropriately in interaction. Very young children who learn a second language "naturally" acquire all of these skills and abilities at a level appropriate for their age. Older learners, whether in a natural or classroom setting, bring to the process their level of cognitive development as well as their experiences and abilities as skilled users of a first language. A learner may be a beginner at any age. Cognitive development is a factor which influences their progress. For example, when one's first second-language experience occurs as a seven- rather than fifteen-year old, the instructional approach must recognize differences in motivation, cognitive and motor development, background knowledge, and self-awareness. Teachers in classrooms around the United States may utilize quite different instructional formats and still promote student achievement of the standards.

It is time to dispel the myth that children who tend to encounter difficulties with learning in general will not be successful second language learners. To the contrary, all children are primed to learn languages, and they will rise to meet expectations when goals are appropriately set and the conditions for learning are designed to foster achievement.

Context determines instructional approach as well. If one is learning in an environment where face-to-face interaction with speakers of that language is not available, technology, simulation, or pen pals by "snail mail" may be a means of providing real-world contact with speakers. In contrast, in schools and communities where the second language is actively used, teachers can draw upon immediate contexts. Latin or classical Greek may be approached in ways quite distinct from those of modern spoken languages. Languages with writing systems less related to that of the learner may be approached in different ways from those that require mastering whole new systems (e.g., a Germanic or Romance language for English-speakers versus Chinese or Arabic).

SPECIAL FEATURES OF LANGUAGE STUDY

Most teachers and educators within a given subject matter or discipline have a variety of reasons for thinking that their subject matter is "special" in one way or another, from history to art, from math to music. What is rather special about language learning, however, is that it can be learned without formal schooling at all. People "learn" their first languages all over the world without schooling, even without lessons, as might be the case in learning the piano or learning to tap dance. Moreover, this sort of learning is not dependent on talent.

While we may say that Mary learned to play the piano "by ear" or José was a "natural artist" from age four, or that Tina was a "natural" swimmer at age five, we do not say that Maria had a "real talent" for learning her first language, Spanish, whereas her brother did not. All children, unless they have some sort of neurological disorder, all over the world are typically fluent in their first language by age five. They gain control of various components of language for competent use long before the emergence of the cognitive skills that will be necessary for schooled learning, and they seemingly learn it "naturally," that is, without conscious effort.

Much of this same sort of natural learning can occur when children acquire a second language. There are plentiful examples of children learning a second language through exposure and use far outside of school environments—residence in the country of the language learned being a typical case. Again, neither formal lessons nor "talent" seems to enter the picture. These unique features of language acquisition as an "unschooled" learning experience contrast sharply with math, science, social studies, art, music, dance, drama, and the like—subjects we normally think of as being learned only through instruction (schools or lessons) and/or in some cases by a combination of talent and instruction.

Even for older learners, the idea persists today that the "best" way to learn a language is just to "go to the country" and learn the language "naturally" without formal instruction. Surely, it is rarely said that the best way to learn math is to just "hang around" mathematicians, or the best way to learn studio art is exposure to professional artists, or the best way to learn social studies is to "live in the society."

Putting language learning into formal educational environments does not change the features unique to language acquisition; in fact these features offer certain challenges to treating language study as a pure, sequentially mastered subject matter such as math, science, or history. In mathematics, for example, the school curriculum moves students through a fairly well-defined sequence of steps in acquiring mathematical competencies involving computation and problem solving. Subjects such as "math," "biology," and "social studies" may be taught and learned as an unfolding of increasingly complex concepts (arithmetic to algebra to calculus) and/or as the learning of a set of facts. Foreign languages, on the other hand, are not "acquired" when students learn an ordered set of facts about the language (e.g., grammar facts, vocabulary). Ideally, students need to be able to use the target language for real communication, that is, to carry out a complex interactive process that involves speaking and understanding what others say in the target language, as well as reading and interpreting written materials. Acquiring communicative competence also involves the acquisition of increasingly complex concepts centering around the relationship between culture and communication. For some students, this acquisition process takes place in a natural setting. They have access to another language because they interact frequently with people who speak to them in this language or because they have spent time abroad. For other students, the process takes place in the classroom. For still others, it takes place in both the classroom and a real-world setting.

The standards have been written to suggest that the goals of language study cannot be divided into a set of sequenced steps. It is not the case that young students must first deal with isolated bits and pieces of language. Real communication is possible for young students as well as for students in high schools. While the progress indicators for each grade level—4, 8, and 12—reflect differences in student cognitive development, maturity, and interests, the standards at all levels offer a vision of what students should know and be able to do in another language.

ALL CHILDREN... WILL RISE TO MEET EXPECTATIONS WHEN GOALS ARE APPROPRIATELY SET AND THE CONDITIONS FOR LEARNING ARE DESIGNED TO FOSTER ACHIEVEMENT.

About *Standards for Foreign Language Learning*

The Standards for Foreign Language Learning were written with a variety of audiences in mind: K-12 foreign language teachers and teacher educators, curriculum writers, administrators, policy makers at all levels of government, parents, and business and community leaders. The goal of this document is to describe for all of these audiences what students of foreign languages should know and be able to do at the end of high school; it does not prescribe how students should get there. Rather, it offers guidance to those responsible for assisting them on the journey.

A WORD ABOUT THE USE OF "FOREIGN LANGUAGE"

The use of the word "foreign" to describe the teaching of languages other than English is becoming increasingly problematic within the U.S. context. Many of the languages taught within our schools are not "foreign" to many of our students (e.g., Italian, Chinese, or Spanish), nor are they "foreign" to the United States (e.g., Native American languages, American Sign Language, Spanish, or French). Many states have recognized this situation by referring to these languages as World Languages, Modern and Classical Languages, Languages Other Than English (LOTEs), or Second Languages, to name a few of the terms used. The members of the standards task force debated this issue many times over the three-year project period. In the end, the term "foreign language" was maintained in the title of the document because it is readily understood by all prospective audiences. Within the document, however, the decision was made to avoid the term "foreign" whenever possible. Hence, the terms "second language," "target language," and sometimes simply "language" are all used interchangeably to refer to languages other than English taught as an academic subject.

ORGANIZATION AND DEFINITIONS

The standards for foreign language learning are organized within the five ***goal areas*** which make up foreign language education: ***communication, cultures, connections, comparisons,*** and ***communities.*** None of these goals stands alone; all are interconnected. Each goal area contains a rationale for its inclusion as a part of foreign language education and a discussion of definitions and important pedagogical issues associated with it.

Each goal area contains two to three ***content standards.*** These standards describe the knowledge and abilities that all students should acquire by the end of their high school education. Each standard is followed by a brief discussion to further explicate and illustrate the standard and to define its place within the goal area.

Under each standard are ***sample progress indicators*** for grades four, eight, and twelve that define student progress in meeting the standards, but are not themselves standards. The sample progress indicators are neither prescriptive nor exhaustive; they are designed to be applicable to many languages but not necessarily to all languages. They can realistically be

achieved at some level by all students and allow for a variety of content to demonstrate the indicator. Sample progress indicators provide for a multitude of instructional possibilities and are to be interpreted by curriculum developers and classroom teachers who will transform them into classroom practice. They are measurable and assessable in numerous ways and are designed for use by states and individual districts to establish acceptable performance levels for their students.

Following the standards is a section of *learning scenarios* to assist teachers in making the transition to standards-oriented instruction. Most of the scenarios are based on actual classroom activities submitted by teachers participating in a nine-month pilot study of the standards. The remainder are from the classrooms of task force members and their colleagues. Each scenario includes a list of the targeted standards, a brief description of the activity and the classroom in which it was used, and a reflection on how the scenario addressed the standards. Also included are suggestions for modifying the scenario for different classroom situations.

STANDARDS... PROVIDE A GAUGE AGAINST WHICH TO MEASURE IMPROVEMENT IN FOREIGN LANGUAGE EDUCATION IN THE YEARS TO COME.

HOW TO USE *STANDARDS FOR FOREIGN LANGUAGE LEARNING*

Standards for Foreign Language Learning is a document designed for many audiences and with many purposes. Before using this document, however, it is important to understand what it is NOT. First and foremost, the standards do not describe the current state of foreign language education in this country. While they reflect the best practice in the country, they do not describe what is being attained by the majority of foreign language students. The standards described within these pages will not be achieved overnight; rather, they provide a gauge against which to measure improvement in foreign language education in the years to come.

The standards are not a curriculum guide. While this document suggests the types of content and curricular experiences needed to enable students to achieve the standards, and supports the ideal of extended sequences of study, it does not describe specific course content, nor a recommended scope and sequence.

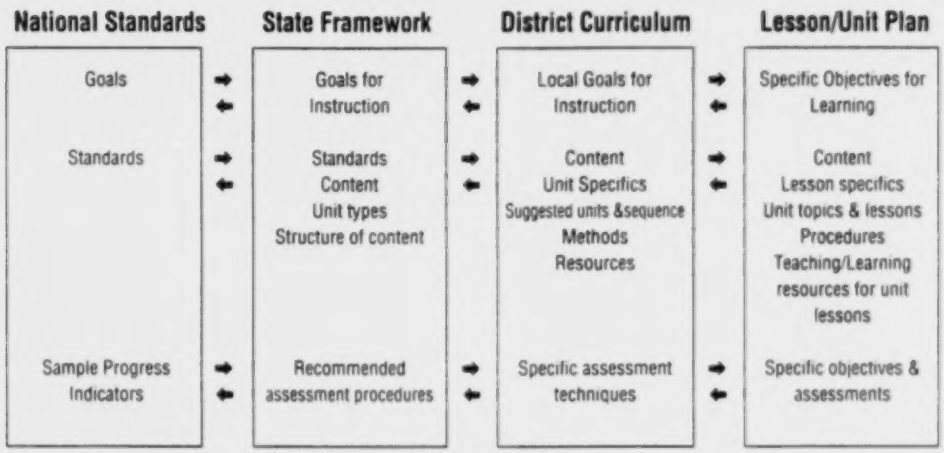
Finally, this is not a stand-alone document. It must be used in conjunction with state and local frameworks and standards to determine the best approaches and reasonable expectations for the students in individual districts and schools. As Figure 2 indicates, each of these documents will influence and inform the others, as administrators, teachers, parents, and others work together to ensure that tomorrow's learners are equipped to function in an ever-shrinking world.

Standards and Specific Languages

The standards included within these pages are generic; they are not written for any specific languages and are meant to be inclusive of all languages. However, all languages are different: they have different vocabulary, syntactic structures, sound systems, writing systems, and cultures. They also offer greater and lesser challenges to English-speaking students. Consequently, users of this document should note that modifications may be necessary in order to make them applicable to specific languages. The goals and standards represent the consensus of the field as to the overall objectives of second language study. In that sense they are stable. The sample progress indicators, however, are much more fluid. Students of lan-

guages with non-Roman alphabets, for example, may not be able to reach some of the progress indicators for written language at the level indicated in the current document.

Figure 2. The Relationships Among National, State, and Local Standards Documents



Adapted with permission from the
Visual Arts Education Reform Handbook: Suggested Policy Perspectives on Art Content and Student Learning in Art Education
National Art Education Association, 1995

Conversely, the cultural differences embedded in the study of non-European languages may be more readily apparent than the cultural differences in European languages. Similar challenges exist when working with visual languages (e.g., American Sign Language), languages which are no longer spoken (e.g., Latin and Ancient Greek), and languages with no written component (e.g., some Native American languages).

At this writing, the organizations representing the teachers of specific languages are committed to developing standards tailored specifically to their individual languages. These will maintain the format and philosophy of the current document, but offer language-specific progress indicators and learning scenarios. In the meantime users of this document should keep in mind the nature of the language studied as they move toward the development of local curricula, assessments, and performance standards.

Standards and Heritage Language Learners

Similar modifications will need to be made when applying the standards to students who have a home background in the language studied. As stated previously, these students may come to class able to converse in the language in home and community situations, but may lack the abilities to interact comfortably in more formal settings. Further, they may be quite comfortable with oral language but possess limited skills in reading and writing. Again, the background of the learner is an important variable when developing implementation strategies for these standards.

Final Considerations

In these introductory pages, the members of the standards task force have made every effort to respond to as many questions about these standards as possible. A compilation of frequently asked questions has been included at the end of the document as an additional resource. Naturally, *Standards for Foreign Language Education* will not provide all the answers. It remains a work in progress that will be modified and adapted in the coming years, as more and more students complete extended courses of study in other languages and as we continue to learn more about the nature of second language learning and how best to promote high standards in our classrooms.

Organizing Principles

The following pages describe the three major organizing principles used in developing the standards for foreign language learning: the broad goals of language instruction, the curricular elements necessary to the attainment of the standards, and the framework of communicative modes which provides the organizational underpinnings of the present document.

FIVE C'S OF FOREIGN LANGUAGE EDUCATION

The purposes and uses of foreign languages are as diverse as the students who study them. Some students study another language in hopes of finding a rewarding career in the international marketplace or government service. Others are interested in the intellectual challenge and cognitive benefits that accrue to those who develop competency in multiple languages. Still other students seek greater understanding of other peoples and cultures. Many learners approach foreign language study, as they do other courses, simply to fulfill a graduation requirement. Regardless of the reason for study, foreign languages have something to offer to everyone. It is with this philosophy in mind that the standards task force identified five goal areas that encompass all these reasons: Communication, Cultures, Connections, Comparisons, and Communities—five C's of foreign language education.

COMMUNICATION

CULTURES

CONNECTIONS

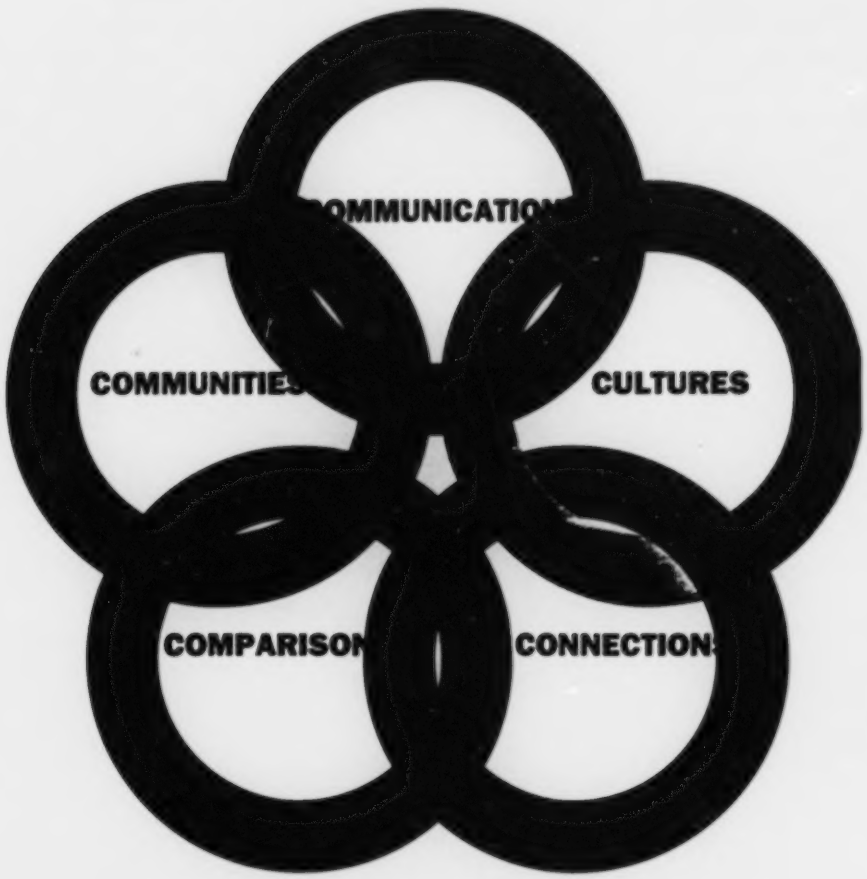
COMPARISONS

COMMUNITIES

Communication, or communicating in languages other than English, is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the ***cultures*** that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides *connections* to additional bodies of knowledge that are unavailable to monolingual English speakers. Through *comparisons* and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways. As is apparent, none of these goals can be separated from the other. Figure 3 below illustrates how they interconnect and suggests the richness embodied in human language.

This expanded view of language learning offers particular advantages for the teaching of foreign languages to ***all*** students. Regardless of educational or career aspirations, foreign language instruction committed to providing experiences in all five goal areas will be beneficial to all students. Even if students never speak the language after leaving school, they will for a lifetime retain the crosscultural skills and knowledge, the insight, and the access to a world beyond traditional borders.

Figure 3. The Five C's of Foreign Language Study



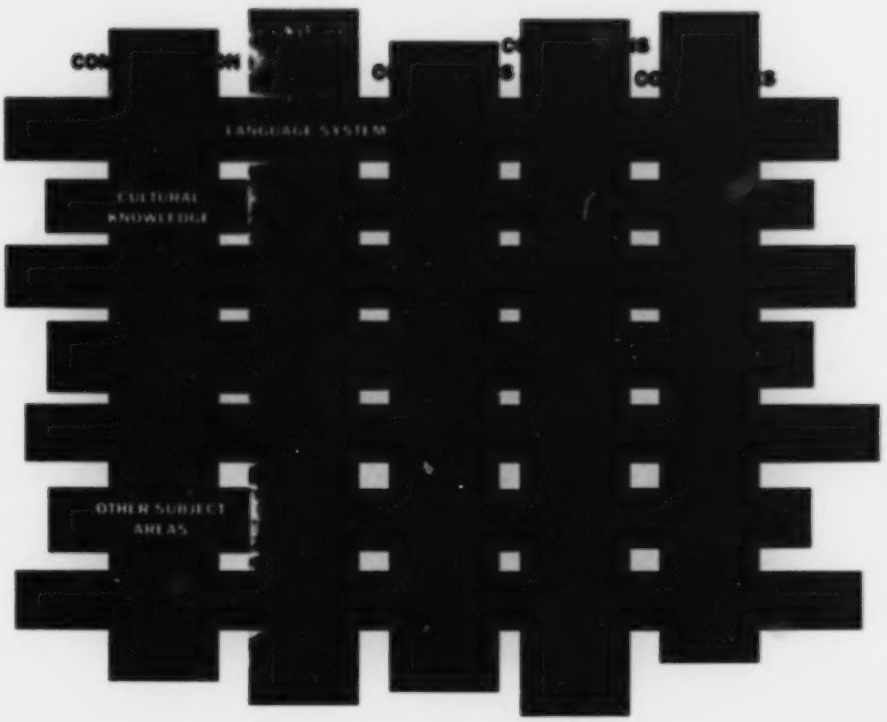
THE "WEAVE" OF CURRICULAR ELEMENTS

The standards presented here offer a vision of what students should know and be able to do with another language. In order to attain these standards, students require a foreign language program that provides rich curricular experiences. In the past, classroom instruction was often focused on the memorization of words and grammar rules. The standards for foreign language learning require a much broader definition of the content of the foreign language classroom. Students should be given ample opportunities to explore, develop, and use communication strategies, learning strategies, critical thinking skills, and skills in technology, as well as the appropriate elements of the language system and culture. The exact form and content of each of these elements is not prescribed in the present document. Instead, the standards provide a background, a framework for the reflective teacher to use in weaving these rich curricular experiences into the fabric of language learning.

Language System

The study of language systems is what most adults typically think of when they remember their foreign language experience: memorizing words, grammar rules, and verb conjugations, learning new ways of writing, and producing new sounds. These elements are still important in the foreign language classroom, but the focus has shifted to knowing them in terms of the meanings they convey. The language system is a means for attaining the various outcomes described in this document: communicating, gaining cultural understanding, connecting with other disciplines. The language system is also much more than words and rules; it includes the sociolinguistic elements of gestures and other forms of nonverbal communication, of status and discourse style, and "learning what to say to whom and when." These elements form the bridge between language and culture and must be present if students are ever to learn to interact appropriately in the target language. The specific elements of the language system to be studied within a foreign language classroom will naturally vary by language. Some languages, for example, will require students to learn whole new alphabets, while other languages will present learners with modifications of a few letters. Some languages will have vastly different sentence structures, others will be more familiar. Those involved in the development of standards for individual languages will provide specific guidance in this domain.

Figure 4. The "Weave" of Curricular Elements



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Communication Strategies

Familiarity with the language system alone is not enough to enable students to engage in successful communicative activities. Learners also must acquire, through specific and focused instruction, the communication strategies that will aid them in bridging communication gaps that result from differences of language and culture. These strategies will empower students, as they learn the languages and cultures that they may encounter in the future in their personal lives and careers. These strategies include the ability to: circumlocute (saying things in different ways); guess intelligently (maximize their use of what they know to achieve greater comprehension of what they hear and see); derive meaning from context; understand, interpret, and produce gestures effectively; ask for and provide clarification without fear of making errors; make and check hypotheses; make inferences, predictions, and generalizations; reflect on the nature of the interaction; draw informed conclusions; and maintain a healthy sense of humor, patience, and tenacity in the communication process.

LEARNING STRATEGIES ARE AN INTEGRAL PART OF LANGUAGE PROGRAMS, PROVIDING STUDENTS WITH THE TOOLS FOR A LIFETIME OF LEARNING.

Many of these strategies are inherent in some learners; other students will have to be taught specifically how to use strategies to interpret meaning and to deliver messages. Therefore, it is essential that teachers develop classroom activities that provide students with ample exposure and practice using those strategies as an integral part of instruction from the very earliest stages of language learning.

Cultural Content

In addition to experience with the language system, students will need to have access to the richness of the cultures of the languages being studied. They will need to learn about everyday life and social institutions, about contemporary and historical issues that are important in those cultures, about significant works of literature and art, and about cultural attitudes and priorities. Students should also learn how their own culture is viewed by the people whose language they are studying. Obviously, no single teacher will be able to know everything there is to know about the cultures of a given language, nor will every student be able to learn all of those cultural elements. Learners should, however, have access to the tools and learn the communication strategies needed to identify key cultural traits and concepts, and to select, synthesize, and interpret them in ways that result in sensitive and meaningful interaction. Again, the specific elements of culture to be studied will vary by language, and even within languages, as is the case, for example, with the many distinct cultures of speakers of Spanish or French.

Learning Strategies

Learning a language requires active mental engagement by the students. Research shows that effective language learners use specific strategies to enhance their learning, retention, and application of the language. Students can be taught to use these strategies to become more able language learners and to develop a sense of control over their own learning. Teachers can plan direct instruction on learning strategies such as: focusing students' attention on learning; teaching them how to organize in advance by previewing, skimming, or reading for the gist; helping students to reflect on what they have just learned and to summarize; teaching students specific questioning strategies to ask for clarification or explanation; and getting students to infer information from a text. Students who use learning

strategies effectively begin to see themselves as language learners and take on more responsibility for their own learning. Learning strategies benefit all students since even those who use some strategies effectively can be taught additional ones. Students are also able to apply effectively these strategies to learning tasks in other disciplines. Broadening the scope of language learning strategies is an integral part of language programs. Students are able to apply the strategies that work best for them long after they leave the classroom for a lifetime of learning.

Content from Other Subjects

Students must be given interesting and challenging topics and ideas that they can read about, discuss, or analyze using their emerging skills with the new language. Many of these topics can be drawn from the wider school curriculum. Drawing upon broad curricular content has long been a part of elementary school foreign language classrooms, but is just as valuable in the upper grades. Teachers who incorporate concepts from science, social studies, math, or music not only enhance the learning of the language but also expand students' knowledge in other areas.

STUDENTS NEED INTERESTING TOPICS TO READ ABOUT, DISCUSS, OR ANALYZE USING THEIR NEW LANGUAGE SKILLS.

Critical Thinking Skills

Throughout the language learning process, starting even at the very early stages, learners engage in a wide variety of critical thinking skills ranging from the basic level of identification and recall to the higher levels of analysis and problem-solving. Instruction in the foreign language classroom, no less than in any other discipline, can be designed to promote the use of these skills, and activities can be constructed that incorporate high level thinking tasks. Students learn to identify the needs they have for specific communication tasks, select what they already know from their existing body of knowledge, and apply it to new tasks. At the same time, they develop the ability to use a variety of references to seek and incorporate entirely new knowledge in the performance of the tasks. Given a set of cultural issues or problems, they learn to identify, organize, and analyze issues or problems so as to express informed opinions, arrive at informed conclusions, and propose solutions to problems. They can also reflect upon and evaluate the quality and success of their communication so as to strengthen the nature of their interactions in the future. It is also important to remember that students can use critical thinking skills in beginning language classes by conducting some tasks in English.

Technology

Students should be given the opportunity during their school careers to take increasing advantage of new technological advances. Access to a variety of technologies ranging from computer-assisted instruction to interactive video, CD-ROM, the Internet, electronic mail, and the World Wide Web, will help students strengthen linguistic skills, establish interactions with peers, and learn about contemporary culture and everyday life in the target country. In addition, students can expand their knowledge of the target culture via edited and unedited programs available on short-wave radio, satellite broadcasts, and cassette or video recordings.

While high-tech has become increasingly valuable in language classrooms around the country, many students continue to access target-language sources via more traditional

media. Depending on a student's age, linguistic ability, interests, and classroom resources, foreign language instruction may rely heavily on communication with pen pals and the use of a variety of print sources, including children's literature and publications, magazines, newspapers, *belles lettres*, everyday authentic documents (train schedules, menus, advertisements, maps, etc.), and library reference works (encyclopedias, dictionaries). Access to authentic sources of language, through high-tech or other means, helps establish the necessary knowledge base for language learners.

THE FRAMEWORK OF COMMUNICATIVE MODES

THE FRAMEWORK PLACES EMPHASIS ON THE CONTEXT AND PURPOSE OF COMMUNICATION, PROVIDING A LINK BETWEEN LANGUAGE AND ITS UNDERLYING CULTURE.

Researchers from a number of disciplines have attempted to understand the nature of language proficiency and to answer the question: what does it mean to "know" a language (de Jong & Verhoeven 1992). When addressing this question, most introductory textbooks in linguistics (Fromkin & Rodman 1993) agree that knowing a language involves the ability to carry out a large variety of tasks in the language. People who know a language speak and are understood by others who know the same language. They know which sounds are in the language and which ones are not; they know that certain sound sequences make up meaningful words; and they are able to combine words to form phrases and phrases to form sentences. They can produce and understand sentences that they have never heard before. Knowing a language means controlling the linguistic system (the syntax, morphology, phonology, semantics, lexis) of a language. It also means being able to access the pragmatic, textual, and sociolinguistic aspects of language, including how to use the language to achieve communicative goals in ways that are appropriate to a particular cultural context (Bachman 1990; Savignon 1983; Canale & Swain 1980; Hymes 1985; Bialystok 1981).

Communication can be characterized in many different ways (Schriffin 1994). The approach suggested within this document is to recognize three "communicative modes" that place primary emphasis on the context and purpose of the communication (Brecht & Walton 1994). As illustrated in Figure 5, the three modes are: (1) Interpersonal, (2) Interpretive, and (3) Presentational. Each mode involves a particular link between language and the underlying culture that is developed gradually over time.

The Interpersonal Mode. The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The Interpersonal Mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail (E-mail) messages.

The Interpretive Mode. The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpreting the cultural meaning of texts, oral or written, must be distinguished from the notion of reading and listening "comprehension," where the term could refer to understanding a text with an American mindset. Put another way, interpretation differs

from comprehension in that the former implies the ability to "read (or listen) between the lines."

Figure 5. Framework of Communicative Modes

	INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
DEFINITIONS	Direct oral communication (e.g., face-to face or telephonic) between individuals who are in personal contact Direct written communication between individuals who come into personal contact	Receptive communication of oral or written messages Mediated communication via print and non-print materials Listener, viewer, reader works with visual or recorded materials whose creator is absent	Productive communication using oral or written language Spoken or written communication for people (an audience) with whom there is no immediate personal contact or which takes place in a one-to-many mode Author or creator of visual or recorded material not known personally to listener
PATHS	Productive abilities: speaking, writing Receptive abilities: listening, reading	Primarily receptive abilities: listening, reading, viewing	Primarily productive abilities: speaking, writing, showing
CULTURAL KNOWLEDGE	Knowledge of cultural perspectives governing interactions between individuals of different ages, statuses, backgrounds Ability to recognize that languages use different practices to communicate Ability to recognize that cultures use different patterns of interaction	Knowledge of how cultural perspectives are embedded in products (literary and artistic) Knowledge of how meaning is encoded in products Ability to analyze content, compare it to information available in own language and assess linguistic and cultural differences Ability to analyze and compare content in one culture to interpret U.S. culture	Knowledge of cultural perspectives governing interactions between a speaker and his/her audience and a writer and his/her reader Ability to present crosscultural information based on background of the audience Ability to recognize that cultures use different patterns of interaction
KNOWLEDGE OF THE LINGUISTIC SYSTEM The use of grammatical, lexical, phonological, semantic, pragmatic, and discourse features necessary for participation in the Communicative Modes.			

Since the Interpretive Mode does not allow for active negotiation between the reader and the writer or the listener and the speaker, it requires a much more profound knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

The Presentational Mode. The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches. These examples of "one-way" writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that members of the other culture, the audience, will be successful in reading and listening between the lines.

The Communicative Framework and the Background of the Learner

This framework is useful, whether discussing the language abilities of students with home background in languages other than English or beginning language students. Heritage language learners may bring strong interpersonal communication skills in the target/home language, but they still need to develop the ability to use the language in both the interpretive and presentational modes. The varying needs of students require access to instruction that will allow them to: (1) maintain existing strengths in the language; (2) develop strengths in topical areas in which the home background has not provided support; (3) use the language for reading and writing.

The five goals of foreign language education presented here, then, are as important to home or heritage language speakers as they are to students beginning and continuing the study of language exclusively in a classroom setting. Specifically, home background students who study their first language as an academic subject at school can profit significantly from instruction that is focused on the goals and standards presented in this document: (1) expanding their communicative abilities; (2) offering them the opportunity to gain knowledge of the several cultures and national groups that speak their heritage language; (3) using their home language in an academic context to access new information and knowledge; (4) bringing to the level of awareness the views and perspectives of the two worlds with which they interact on a daily basis; and (5) expanding their ability to participate both in the U.S. and abroad as members of a language competent society.

The Communicative Framework and the Nature of the Language Being Studied

The use of a framework of communicative modes also highlights the challenge to students who study non-European languages. Cultural distance will place great demands on the interpersonal negotiated mode, because the process of negotiation requires abilities that will be unfamiliar to the typical speaker of a European language. Likewise, the amount of cultural knowledge ultimately required for the Interpretive and Presentational Modes is presumably much greater for students studying non-European languages than for students of one European language (e.g., English) studying another European language (e.g., Italian).

We expect that the Interpretive Mode would predominate in the study of classical languages such as Latin, perhaps with some attention to the Presentational Mode as a way of strengthening language knowledge and use. While some attention may be given to the oral dimension in classical languages, it is quite unlikely that such oral work is part of the Interpersonal Mode simply because there are no native speakers with whom to interact and negotiate.

Communicate in Languages Other Than English

RATIONALE

For American students, the ability to function competently in at least one language other than English will become increasingly important in the rapidly shrinking, interdependent world of the twenty-first century. Many individuals in the business and economic communities have been calling upon the educational system to prepare students with foreign language competence. At the same time, they have warned us that being able to talk about the language, to describe its grammar, and to conjugate verbs will not be enough. In the twenty-first century, students must be able to speak, to read, and to comprehend both spoken and written language. They must be able to participate appropriately in face-to-face interaction with members of other societies, and they must also be able to interpret the concepts, ideas, and opinions expressed by members of these societies through their media and their literatures.

DISCUSSION

In order to communicate successfully in another language, students must develop facility with the language, familiarity with the cultures that use these languages, and an awareness of how language and culture interact in societies. Students must apply this knowledge as they express and interpret events and ideas in a second language and reflect upon observations from other cultures. Thus, reaching the standards in the Communication Goal is central to the attainment of all the others.

To meet high communicative standards, learners must have ample opportunities to experience the second language as it is spoken and written in the target cultures. Meaningful language from real contexts becomes the basis for subsequent development of expressive skills. While language skills and cultural competencies can be developed within a wide range of content areas, it is essential that learners be surrounded with interesting and age-appropriate materials as a basis for acquisition of a new language system in its cultural contexts. People who grow up in different cultures acquire their first language in a particular cultural context; they must learn comparable cultural constructs and behaviors to communicate effectively in newly acquired languages.

In addition to the study of the language system and cultures, students must develop competencies using strategies that enhance the effectiveness of their communication and that compensate for linguistic and cultural inadequacies when they occur. Their second language classroom should provide a safe place in which to experiment with linguistic and cultural challenges. The second language learning enterprise is likewise facilitated when learners consciously develop effective strategies for reading and listening, for speaking and writing, for observing and analyzing cultures.

THEY LEARN BY DOING, BY TRYING OUT LANGUAGE, AND BY MODIFYING IT TO SERVE COMMUNICATIVE NEEDS.

Communicative Competence

One of the most important goals of second language study is the development of communicative competence in languages other than English. When individuals have developed *communicative competence* in a language, they are able to convey and receive messages of many different types successfully. These individuals use language to participate in everyday social interactions and to establish relationships with others. They converse, argue, criticize, request, convince, and explain effectively, taking into account the age, background, education, and familiarity of the individuals with whom they are engaged in conversation. They also use the language to obtain information from written texts and media and to interpret that information given the style, context, and purpose of the communication. In essence, a communicatively competent individual combines knowledge of the language system with knowledge of cultural conventions, norms of politeness, discourse conventions, and the like, in order to transmit and receive meaningful messages successfully.

In order to develop such competence, students must learn how interpersonal relations are conducted in the cultures in which the target language is spoken, how individuals use language effectively to achieve different purposes, how discourse conventions work, how oral and written texts are structured, and how the language system operates. They must weave this knowledge *together* in the process of transmitting and receiving meaningful messages.

Students bring the insights that they have obtained from having developed communicative competence in their first language to the study of a second one. They know how to request personal information from others, how to describe, how to argue, and how to explain. Depending on their age, they are able to obtain information from written texts and media and to interpret that information. When they do learn a second language, then, students already know how to transmit meanings effectively. They must learn how to do so by using a different language system and by following what may be very different rules of interpersonal interaction.

How Students Develop Communicative Competence in Another Language

As opposed to long-held beliefs, we now know that students do not acquire communicative competence by learning the elements of the language system first. It is not the case that learners learn best by memorizing vocabulary items in isolation and by producing limited simple sentences. We now know that even those students who learn grammar well and are able to pass tests on nouns, verb conjugations, tense usage, and the like may be quite unable to understand language when it is spoken to them outside the classroom. The study of the language system itself, while useful for some students, does not automatically result in the development of the ability to process language in real situations and in the ability to respond meaningfully in appropriate ways.

Indeed, an earlier emphasis on the learning of the language system to the exclusion of meaningful interactive activities in the classroom has led to frustration and dissatisfaction

for students. Many adults complain today that although they "took" two or more years of foreign language and obtained high grades on grammar examinations, they are unable to speak the language at all. This same emphasis has led to criticism of the foreign language teaching profession by a number of individuals who have argued that languages are badly taught in this country and that language study to date has resulted in few people who can transact business in the languages studied.

WHILE THE COMMUNICATION GOAL IS CENTRAL... STUDENTS NEED EXPERIENCE IN THE OTHER GOAL AREAS TO HAVE CONTENT WORTH COMMUNICATING.

The Importance of Communication Strategies in the Development of Communicative Competence

We now know that learners learn a language best when they are provided opportunities to use the target language to communicate in a wide range of activities. The more learners use the target language in meaningful situations, the more rapidly they achieve competency. Active use of language is central to the learning process; therefore, learners must be involved in generating utterances for themselves. They learn by doing, by trying out language, and by modifying it to serve communicative needs. Regardless of their stage of language acquisition, learners require strategies that allow them to compensate for language which they have not yet mastered. When breakdowns in communication occur, learners can call on these strategies in order to

- gain access to further relevant and comprehensible communicative information;
- learn by experimenting;
- learn from mistakes and try again;
- practice and subsequently use various communication skills;
- communicate with a wide variety of audiences;
- learn how to compensate for shortcomings in communicating effectively; and
- become confident and successful in second language use.

We now know also that "good learners" adopt an immense variety of strategies concerned with seeking communicative information and experiences, with deliberate learning through practice, and with developing a conscious awareness and control. These strategies include requesting clarification, monitoring their own and others' performance, using various mnemonic techniques, using inductive and deductive reasoning, practicing sounds and structures subvocally or aloud, and using nonverbal communication strategies.

STANDARDS

The Communication Goal includes three standards based on the Framework of Communicative Modes (pp. 32-34). The first focuses on the Interpersonal Mode; the second focuses on the Interpretive Mode; the third focuses on the Presentational Mode. It should be emphasized that, while the Communication Goal is central to the achievement of

all other goal areas, it cannot be viewed in isolation. This is clearly illustrated in the Sample Progress Indicators for each of the standards. While the focus is on the use of language and the development of communicative competence, students will need experience in the other goal areas in order to have content worth communicating. Knowledge of the linguistic system, its grammar, emerging vocabulary, phonology, pragmatic and discourse features undergirds the accuracy of communication.

STANDARDS: WHAT STUDENTS KNOW AND ARE ABLE TO DO AT THE END OF HIGH SCHOOL

STANDARD 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

This standard focuses on interpersonal communication. In most modern languages, students can quite quickly learn a number of phrases that permit them to interact with each other. In the course of their study, they grow in their ability to converse in a culturally appropriate manner. Students who come with a home background in the language may have already acquired such abilities. Students of non-European languages may face greater challenges in this area than students of languages more closely related to English.

Sample Progress Indicators, Grade 4

- Students give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.
- Students ask and answer questions about topics such as family, school events, and celebrations in person or via letters, e-mail, audio, or video tapes.
- Students share likes and dislikes with each other and the class.
- Students exchange descriptions of people and tangible products of the culture such as toys, dress, types of dwellings, and foods with each other and members of the class.
- Students exchange essential information such as greetings, leave takings, and common classroom interactions using culturally appropriate gestures and oral expressions.

Sample Progress Indicators, Grade 8

- Students follow and give directions for participating in age-appropriate cultural activities and investigating the function of products of the foreign culture. They ask and respond to questions for clarification.
- Students exchange information about personal events, memorable experiences, and other school subjects with peers and/or members of the target cultures.
- Students compare, contrast, and express opinions and preferences about the information gathered regarding events, experiences and other school subjects.

- Students acquire goods, services, or information orally and/or in writing.
- Students develop and propose solutions to issues and problems related to the school or community through group work.

Sample Progress Indicators, Grade 12

- Students discuss, orally or in writing, current or past events that are of significance in the target culture or that are being studied in another subject.
- Students develop and propose solutions to issues and problems that are of concern to members of their own and the target cultures through group work.
- Students share their analyses and personal reactions to expository and literary texts with peers and/or speakers of the target language.
- Students exchange, support and discuss their opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary and historical issues.

PROGRESS INDICATORS: DEFINE STUDENT PROGRESS IN MEETING THE STANDARDS

STANDARD 1.2: Students understand and interpret written and spoken language on a variety of topics.

This standard focuses on the understanding and interpretation of written and spoken language. Standard 1.2, unlike Standard 1.1, involves one-way listening and reading in which the learner works with a variety of print and non-print materials. For students who come to language learning with no previous background in the language, the context in which the language is experienced and the ability to control what they hear and read may impact the development of comprehension. As a result, for some learners, the ability to read may develop before the ability to comprehend rapid spoken language. In addition, content knowledge will often affect successful comprehension, for students understand more easily materials that reflect their interests or for which they have some background. In contrast, students with exposure to the language through home life may be quite advanced in their understanding of the spoken language and less advanced in terms of their ability to read. The reading aspects of this standard make it particularly relevant to the classical languages. Reading may also develop less rapidly for languages with non-Roman writing systems.

Sample Progress Indicators, Grade 4

- Students comprehend main ideas in developmentally appropriate oral narratives such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes.
- Students identify people and objects in their environment or from other school subjects, based on oral and written description.

- Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events, and celebrations.
- Students comprehend the main themes and ideas and identify the principal characters of stories or children's literature.
- Students comprehend the principal message contained in various media such as illustrated texts, posters, or advertisements.
- Students interpret gestures, intonation, and other visual or auditory cues.

Sample Progress Indicators, Grade 8

- Students comprehend information and messages related to other school subjects.
- Students understand announcements and messages connected to daily activities in the target culture.
- Students understand the main themes and significant details on topics from other subjects and products of the cultures as presented on TV, radio, video, or live presentations.
- Students understand the main themes and significant details on topics from other subjects and products of the cultures as found in newspapers, magazines, e-mail, or other printed sources used by speakers of the target language.
- Students identify the principal characters and comprehend the main ideas and themes in selected literary texts.
- Students use knowledge acquired in other settings and from other subject areas to comprehend spoken and written messages in the target languages.

Sample Progress Indicators, Grade 12

- Students demonstrate an understanding of the main ideas and significant details of live and recorded discussions, lectures, and presentations on current or past events from the target culture or that are being studied in another class.
- Students demonstrate an understanding of the principal elements of non-fiction articles in newspapers, magazines and e-mail on topics of current and historical importance to members of the culture.
- Students analyze the main plot, subplot, characters, their descriptions, roles, and significance in authentic literary texts.
- Students demonstrate an increasing understanding of the cultural nuances of meaning in written and spoken language as expressed by speakers of the target language in formal and informal settings.

- Students demonstrate an increasing understanding of the cultural nuances of meaning in expressive products of the culture, including selections from various literary genres and the visual arts.

STANDARD 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

This standard focuses on the presentation of information, concepts, and ideas in spoken and written modes. This standard, in most cases, is concerned with one-way speaking and writing. Students with little or no previous experience in the language are likely to produce written and spoken language that contains a variety of learned patterns or that looks like English with words in the other language. This is a natural process. Over time, students then begin to acquire authentic patterns and to use appropriate styles. By contrast, home-background students write in ways that closely resemble the spoken language. Moreover, they control well informal oral styles. Over time, these learners develop the ability to write and speak using a variety of more formal styles.

Sample Progress Indicators, Grade 4

- Students prepare illustrated stories about activities or events in their environment and share these stories and events with an audience such as the class.
- Students dramatize songs, short anecdotes, or poetry commonly known by peers in the target culture for members of another elementary class.
- Students give short oral notes and messages, or write reports, about people and things in their school environment and exchange the information with another language class either locally or via e-mail.
- Students tell or retell stories orally or in writing.
- Students write or tell about products and/or practices of their own culture to peers in the target culture.

Sample Progress Indicators, Grade 8

- Students present short plays and skits, recite selected poems and anecdotes, and perform songs in the language for a school-related event such as a board meeting or PTA meeting.
- Students prepare tape or video recorded messages to share locally or with school peers and/or members of the target cultures on topics of personal interest.
- Students prepare stories or brief written reports about personal experiences, brief personal events, or other school subjects to share with classmates and/or members of the target cultures.

- Students prepare an oral or written summary of the plot and characters in selected pieces of age-appropriate literature.

Sample Progress Indicators, Grade 12

- Students perform scenes and/or recite poems or excerpts from short stories connected to a topic from other disciplines such as world history, geography, the arts, or mathematics.
- Students perform scenes from plays and/or recite poems or excerpts from short stories commonly read by speakers of the target language.
- Students create stories and poems, short plays, or skits based on personal experiences and exposure to themes, ideas, and perspectives from the target culture.
- Students select and analyze expressive products of the culture, from literary genres or the fine arts.
- Students summarize the content of an article or documentary intended for native speakers in order to discuss the topics via e-mail with other users or speakers of the language.
- Students write a letter or an article describing and analyzing an issue for a student publication.
- Students prepare a research-based analysis of a current event from the perspective of both the U.S. and target cultures.

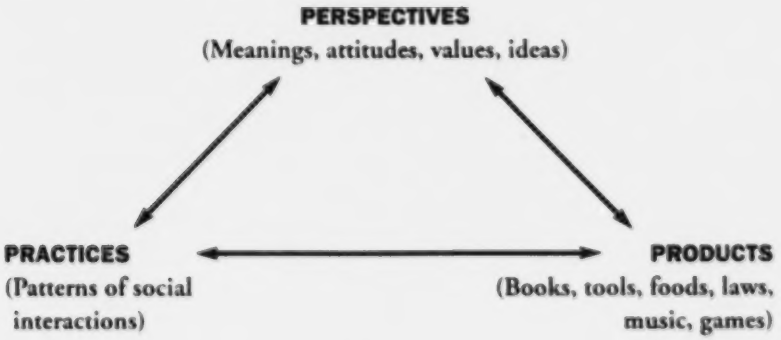
Gain Knowledge and Understanding of Other Cultures

RATIONALE

The study of another language enables students to understand a different culture *on its own terms.* The exquisite connections between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both. American students need to develop an awareness of other people's world views, of their unique way of life, and of the patterns of behavior which order their world, as well as learn about contributions of other cultures to the world at large and the solutions they offer to the common problems of humankind. Such awareness will help combat the ethnocentrism that often dominates the thinking of our young people. Oliver Wendell Holmes' contention that the human mind, once stretched to a new idea, never returns to its former dimensions (*The Autocrat of the Breakfast Table*) underscores the benefits which the study of cultures through their own language can bring.

DISCUSSION

What is Culture? The term "culture" is generally understood to include the philosophical perspectives, the behavioral practices, and the products—both tangible and intangible—of a society. The diagram below illustrates how the products and practices are derived from the philosophical perspectives that form the world view of a cultural group. It also shows how these three components of culture are closely interrelated.



Because language is the primary vehicle for expressing cultural perspectives and participating in social practices, the study of a language provides opportunities for students to develop insights in a culture that are available in no other way. In reality, then, the true content of the foreign language course is not the grammar and the vocabulary of the language, but the cultures

expressed through that language. It is important that students become skilled observers and analysts of other cultures.

In the last few decades, members of the foreign language profession have tended to divide culture into two bins: "Big C" (formal) and "little c" (daily life) cultures. Most teachers were comfortable with the concept of "Big C"(formal) culture, which required some knowledge of the formal institutions (social, political, and economic), the great figures of history, and those products of literature, fine arts, and the sciences that were traditionally assigned to the category of elite culture. The "little c" (daily life) culture bin included those aspects of daily living studied by the sociologist and the anthropologist: housing, clothing, food, tools, transportation, and all the patterns of behavior that members of the culture regard as necessary and appropriate. This "Big C" (formal), "little c" (daily life) division was valuable initially because it drew attention to the sociological components of culture that in the past had been virtually ignored in textbooks and classrooms. However, because both aspects of culture are inextricably woven into the language of those who live in the culture, and because understanding and involvement with both is vitally important for students at all levels of language learning, they are viewed as inseparable in this document.

BOTH ASPECTS OF CULTURE (FORMAL AND DAILY LIFE) ARE INEXTRICABLY WOVEN INTO THE LANGUAGE OF THOSE WHO LIVE IN THE CULTURE.

Avoiding Cultural Misunderstandings. People who share the same native language share many common perspectives, practices, and products. Speakers of a single language may live in various parts of the world; consequently, they belong to different cultures, the traditions and expressions of which have been shaped by time, geographical location, and various profound and unique experiences that cause groups to differ from each other even though they share a language. To apply a single set of criteria in analyzing, teaching, and interacting with those cultures would be to ignore reality and fail to respect the dignity of disparate cultural groups. To assume, for example, that the Spanish-speaking cultures in Latin America are essentially the same as the cultures of Spain or the cultures of immigrants from Mexico or the Caribbean living in the United States is to deny the special identity of each group. The same can be said for the French-speaking cultures of Africa, North America, the Caribbean, the South Pacific, and France itself. Such examples of cultural diversity within commonly shared languages are numerous and significant, and their impact has been particularly poignant in the pluralistic society of the United States.

It is equally important that students recognize that members of one culture tend to make assumptions and draw corresponding conclusions about other cultures based upon their own values. Opinions and attitudes, both hidden and expressed, are often based upon a surface examination of other cultures using criteria that can be applied with validity only to one's own culture. The erroneous judgments that result from such assumptions, born of a lack of adequate information, understanding, and sensitivity, eventually lead to negative reactions to members of different cultures. To counteract this tendency, teachers can provide learning activities appropriate to grade level that explore the process of stereotyping

and the role stereotypes play in forming and sustaining prejudice. Finally, it is critical to provide opportunities for many different kinds of interaction with members of other cultures, so that students draw informed conclusions and develop sensitivity to the perspectives, practices, and products of others.

Teaching Similarities and Differences. While nobody doubts that both similarities and differences exist among any given cultures, the question that concerns teachers is which to present first. There is some evidence to show that a positive point of departure—underscoring ways in which members of the other culture share similar interests and behaviors with language learners in the United States—establishes a favorable mindset toward speakers of the other language. It is essential, however, that cultural differences not be swept under a pedagogical rug. It is the differences in world view and the behavior patterns based on those differing assumptions and values that give rise to misunderstandings and conflict. It is important to help students *expect* differences and learn how to *analyze* observed differences (how to put them into perspective within the cultural framework of the other language). At every stage of language learning, *both* similarities and differences among the students' own culture and the other cultures should be presented. Interactions with representatives of the other cultures and experience with a variety of cultural expressions (personal anecdotes, poetry, headlines, editorials, laws, music, museums, trains, and pets, for example) help learners shape their own awareness. This personal exploration in the language of the culture enables students to develop crosscultural understanding and respect.

The Specific Role of Second Language Study. The enduring dimension of cultural study is the actual participation in the exchange of information and ideas among members of various cultures using the foreign language. While a great deal of information about other cultures can be gained through the study of other disciplines, such as the social sciences and the arts, only second language study empowers learners to engage successfully in meaningful, direct interaction, both orally and in writing, with members of other cultures. The perspectives, practices, and products of culture—be they historical or contemporary—can be shared in a special way with members of the culture in which they originated. This new, "insider's" perspective is the true catalyst for crosscultural understanding.

WHILE SOME CULTURAL KNOWLEDGE CAN BE OBTAINED FROM OTHER COURSES, ONLY LANGUAGE STUDY EMPOWERS LEARNERS TO ENGAGE IN DIRECT INTERACTION WITH MEMBERS OF OTHER CULTURES.

STANDARDS

The Cultures Goal includes two standards. The first emphasizes the practices, the second the products associated with cultural perspectives.

STANDARD 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

CULTURAL PRACTICES: PATTERNS OF BEHAVIOR ACCEPTED BY A SOCIETY

This standard focuses on the practices that are derived from the traditional ideas, attitudes, and values (*perspectives*) of a culture. Cultural practices refer to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, the use of forms of discourse, the social "pecking order," and the use of space. In short, they represent the knowledge of "what to do when and where." It is important to understand the relationship between these practices and the underlying perspectives that represent the culture's view of the world.

For example, in some Asian cultures members are positioned (a *perspective*) on a hierarchical scale based on age, social status, education, or similar variables. In those cultures, the exchange of business cards (a *product*) that provides key information is a helpful *practice*. Because these cards facilitate social interaction and are treated with respect in those cultures, one should not scribble another name or telephone number on the business card (taboo *practice*). The information on the card also directly affects the nonverbal behavior (*practice*) of those involved in the communicative interaction, as well as the choice of linguistic forms (*products*) that indicate status.

The following progress indicators relate to learning activities based on the culture studied:

Sample Progress Indicators, Grade 4

- Students observe, identify, and/or discuss simple patterns of behavior or interaction in various settings such as school, family, and the community.
- Students use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions.
- Students participate in age-appropriate cultural activities such as games, songs, birthday celebrations, story telling, and dramatizations.

Sample Progress Indicators, Grade 8

- Students observe, analyze, and discuss patterns of behavior typical of their peer group.
- Students use appropriate verbal and nonverbal behavior for daily activities among peers and adults.
- Students learn about and participate in age-appropriate cultural practices such as games (role of leader, taking turns, etc.), sports, and entertainment (e.g., music, dance, drama).

Sample Progress Indicators, Grade 12

- Students interact in a variety of cultural contexts that reflect both peer-group and adult activities within the culture studied, using the appropriate verbal and nonverbal cues.
- Students learn about and participate in age-appropriate cultural practices, such as games, sports, and entertainment.
- Students identify, analyze, and discuss various patterns of behavior or interaction typical of the culture studied.
- Students identify, examine, and discuss connections between cultural perspectives and socially approved behavioral patterns.

CULTURAL PRODUCTS ARE REQUIRED OR JUSTIFIED BY THE UNDERLYING BELIEFS AND VALUES OF THAT CULTURE.

STANDARD 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

This standard focuses on the *products* of the culture studied and on how they reflect the *perspectives* of that culture. *Products* may be tangible (e.g., a painting, a cathedral, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural *practices* involve the use of that *product*.

For example, in the United States, youth has traditionally been valued more than old age (a *perspective*). As a result, *products* that purport to prolong youth and vitality (e.g., face creams, high fiber breakfast cereals, and "exercycles") have become an integral part of our culture. At the same time, *practices* that are perceived as prolonging youth and health are encouraged: school children exercise to meet the goals of the President's Physical Fitness Award; teenagers go on crash diets; whole segments of the population invest in running shoes and jogging togs (*products*).

Sample Progress Indicators, Grade 4:

- Students identify and observe tangible products of the culture such as toys, dress, types of dwellings, and foods.
- Students identify, experience, or read about expressive products of the culture such as children's songs, selections from children's literature, and types of artwork enjoyed or produced by their peer group in the cultures studied.
- Students identify, discuss, and produce types of artwork, crafts, or graphic representations enjoyed or made by their peer group within the cultures studied.
- Students recognize themes, ideas, or perspectives of the culture.

Sample Progress Indicators, Grade 8

- Students experience (read, listen to, observe, perform) expressive products of the culture (e.g., stories, poetry, music, paintings, dance, and drama) and then explore the effects of these products on the larger communities.
- Students search for, identify, and investigate the function of utilitarian products (e.g., sports equipment, household items, tools, foods, and clothing) of the culture studied as found within their homes and communities.
- Students identify, discuss, and analyze themes, ideas, and perspectives related to the products being studied.

Sample Progress Indicators, Grade 12

- Students identify, discuss, and analyze such intangible products of the target culture as social, economic, and political institutions, and explore relationships among these institutions and the perspectives of the culture.
- Students experience, discuss, and analyze expressive products of the culture, including selections from various literary genres and the fine arts.
- Students identify, analyze, and evaluate themes, ideas, and perspectives related to the products being studied.
- Students explore the relationships among the products, practices, and perspectives of the culture.

Connect with Other Disciplines and Acquire Information

RATIONALE

Foreign language learning expands the educational experience of all students by connecting with other disciplines in the school curriculum either formally or informally. Knowledge is power, and extending student access to information through the use of a foreign language increases student ability to "know and do." Using a foreign language to acquire information empowers students with knowledge, no matter what the topic or discipline. It also provides learners with skills and interests that look beyond the limits of their formal educational experiences.

In today's society, access to information takes on a variety of forms and occurs both in and out of school. Students may watch news releases from foreign countries, listen to interviews with foreign nationals before or during the translation, or access vast stores of information from around the world through internet connections in their homes. Classroom instruction serves as an organizer by preparing students to access the variety of sources in the other language. They may acquire information through technology, personal interviews, newspapers, magazines, dictionaries, and encyclopedias in the school library.

The conscious effort to connect the foreign language curriculum with other parts of students' academic lives opens doors to information and experiences which enrich the students' entire school and life experience. Those connections flow from other areas to the foreign language classroom and also originate in the foreign language classroom to add unique experiences and insights to the rest of the curriculum.

DISCUSSION

Knowledge of a second language and culture combines with the study of other disciplines and shifts the focus from language acquisition to broader learning experiences for the student. Language used in this way helps students integrate the contributions from any discipline into a holistic and ever-expanding open system. For example, while learning about the origins of the German classical music tradition, students with a knowledge of the language deepen their understanding of a composer's works by reading segments of Bach's correspondence with contemporaries or excerpts from his diary describing the creative process. The same information could also be useful in other classes as students learn to forge connections across the disciplines, shifting emphasis from the learning of individual language pieces to recognition that language acquisition is a continuous process contributing to life-long learning.

Taking the shift from teacher-directed to student-directed learning one more step, students use their developing language skills to go beyond the requirements for class work and pursue

topics further for personal interest, unrelated to the limits of academic life. In this way, students are "weaned" from language-learning and begin to nurture life-long learning skills and life-long language-using skills.

CONCEPTS PRESENTED IN ONE CLASS ARE THE BASIS FOR CONTINUED LEARNING IN THE FOREIGN LANGUAGE CLASS.

Although students entering the language classroom may have had no prior conscious experience with language learning, they are not empty vessels. They bring a wealth of experience and knowledge of the world around them (both in other areas of the curriculum and from personal experience). Furthermore, those children who know languages other than English bring additional linguistic and cultural experiences to their classrooms. With the goal of language instruction to "acquire information and connect to other disciplines," the teacher can use the classroom language learning experience to build upon what students already know. In this way, foreign language acquisition focuses on the broader education of students; it benefits their growth in non-language disciplines, encourages the transfer, enrichment, and strengthening of information; it helps students "learn how to learn."

STANDARDS

The Connections Goal includes two standards. The first focuses on target language support for content from other disciplines. The second focuses on information now available to the learner through the target language.

STANDARD 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day but is central to all aspects of the school curriculum, so, too, can foreign language build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of the foreign language and culture. Students expand and deepen their understanding of and exposure to other areas of knowledge, even as they refine their communicative abilities and broaden their cultural understanding. The new information and concepts presented in one class become the basis of continued learning in the foreign language classroom. In the lower grades, for example, students in a science class are introduced to the range of vocabulary related to weather, seasons, and temperatures. At the same time, the foreign language class continues this presentation with the months of the year, seasons, and weather vocabulary in the foreign language. By comparing the weather conditions in the foreign country with those at home, students have acquired new knowledge at the same time that they have deepened their understanding of previous information.

Interdisciplinary reinforcement can occur at all levels of the school curriculum. At various stages, the foreign language teacher could teach more than the names and events pre-

sented in the history class and geographical place names by introducing students to journalistic accounts of historical events or literary depictions of individuals living at that time. Furthermore, in addition to the concepts and processes introduced in science and the achievements of artists and musicians studied in art, students could read documentation in various reference materials, the descriptions of success and failure in biographical sketches of various individuals, as well as the autobiographical accounts documented in personal letters and diaries of those historical figures. Prior discussion of works of literature in the English class enables students to have a better understanding of various genres—from the detective story to the sonnet—and literary conventions when they encounter similar texts in the language classroom. Even the manipulations and story problems taught in math provide content and a basis for discussion and exploration in the foreign language classroom. Students who are grappling with a science problem are aided in their attempts to understand it by relating it to their peers in the language classroom. When integrated into the broader curriculum, foreign language learning contributes to the entire educational experience of students.

Sample Progress Indicators, Grade 4

- Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, or geographical concepts.

Sample Progress Indicators, Grade 8

- Students discuss topics from other school subjects in the target language, including geographical terms and concepts, historical facts and concepts, mathematical terms and problems, and scientific information.
- Students comprehend articles or short videos in the target language on topics being studied in other classes.
- Students present reports in the target language, orally and/or in writing, on topics being studied in other classes.

Sample Progress Indicators, Grade 12

- Students discuss topics from other school subjects in the target language, including political and historical concepts, worldwide health issues, and environmental concerns.
- Students acquire information from a variety of sources written in the target language about a topic being studied in other school subjects.

- Students combine information from other school subjects with information available in the foreign language in order to complete activities in the foreign language classroom.

LANGUAGE LEARNERS BROADEN THE SOURCES OF INFORMATION AVAILABLE TO THEM.

STANDARD 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

As a consequence of learning another language and gaining access to its unique means of communication and ways of thinking, students acquire new information and perspectives. As learners of a foreign language, they broaden the sources of information available to them. They have a "new window on the world." In the earlier stages of language learning, they begin to examine a variety of sources intended for native speakers, and extract specific information. As they become more proficient users of the foreign language, they seek out materials of interest to them, analyze the content, compare it to information available in their own language, and assess the linguistic and cultural differences.

Sample Progress Indicators, Grade 4

- Students read, listen to, and talk about age-appropriate school content, folk tales, short stories, poems, and songs written for native speakers of the target language.

Sample Progress Indicators, Grade 8

- Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.

Sample Progress Indicators, Grade 12

- Students use a variety of sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience, and compare these to information obtained on the same topics written in English.

Develop Insight into the Nature of Language and Culture

RATIONALE

Students benefit from language learning by discovering different patterns among language systems and cultures. Through the study of a new language system and the way such a system expresses meanings in culturally appropriate ways, students gain insights into the nature of language, linguistic and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interaction between language and culture.

DISCUSSION

There is a generally held notion that students are better able to reflect on their first language and culture after having experienced learning a second. Evidence of this notion arises in various studies done on the effects of second language learning. Although the research remains inconclusive, anecdotal evidence supports the idea that, by engaging in comparisons between their language and the language studied, learners develop a greater understanding of their own language and culture and of language and culture in the broadest sense.

Some would argue that equivalent knowledge of language and cultural systems can be acquired in other types of courses (e.g., linguistics, anthropology). However, when students study another language and participate in communicative interactions, the actual experiential dimension makes such an understanding more real. By struggling with how to express particular meanings in a second language, how to encode them linguistically, and how to be sensitive to norms of politeness in another culture, students gain awareness of the nature of language itself.

For example, students often come to the study of another language with the assumptions that all languages are like their own. Shortly, they discover categories that exist in other languages (e.g., neuter gender) that do not exist in their own. They discover that elements to which they gave scant attention (e.g., ends of words) may be quite important in another language. Moreover, they realize that what is polite in one cultural system (e.g., when and to whom to say thank you) is not parallel in the other. These experiences direct attention to a comparison of language and cultural systems. In turn, such awareness enhances the ability not only to use the target language, but also to gain insights into the strategies their own language uses to communicate meaning. Whether or not students continue the study of that particular language, the understandings gained about the nature of language and its interaction with culture carry over into future situations where they may have to interact in other cultural settings. Students learn ways of hypothesizing and making predictions about how language is likely to work in a setting with which they are not familiar. They cease to make naive assumptions about other languages and cultures solely based upon knowledge of their own.

STRUGGLING TO EXPRESS PARTICULAR MEANINGS IN A SECOND LANGUAGE BRINGS AWARENESS OF THE NATURE OF LANGUAGE ITSELF.

The long-term experience of studying another language leads students to discover that other cultures view the world from a perspective different from their own. Students view concepts in a new light as they probe apparently similar concepts in the target culture. For example, the word "bread" evokes certain images among American students based on its role and reality in our culture. These images cannot be automatically transferred to the second language. The appearance, taste, use, and perception of bread in another culture may be entirely different. When students understand that the target culture assigns new associations to the label "bread," they are drawn to examine this concept more closely in their native language. They begin to realize that language learning is not simply a matter of learning different vocabulary words, but of acquiring an entirely new set of concepts associated with the words.

The study of a second language and the resulting intercultural exploration expand a learner's view of the world in different ways. This study creates an awareness of the existence of alternative views of other cultures while, at the same time, providing insights into the learner's native language and culture. In addition, by comparing both cultural and linguistic systems, students develop their critical thinking abilities in valuable and important ways.

STANDARDS

The Comparisons Goal includes two standards; the first standard focuses on the nature of language, the second on the concept of culture.

STANDARD 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

This standard focuses on the impact that learning the linguistic elements in the new language has on students' ability to examine their own language, and to develop hypotheses about the structure and use of languages. From the earliest language learning experiences, students can compare and contrast the two languages as different elements are presented. Activities can be systematically integrated into instruction that will assist students in understanding how languages work.

Sample Progress Indicators, Grade 4

- Students cite and use examples of words that are borrowed in the language they are learning and their own, and they pose guesses about why languages in general might need to borrow words.
- Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning.

- Students are aware of the existence of idiomatic expressions in both their native language and the language being learned and talk about how idiomatic expressions work in general.
- Students demonstrate an awareness of formal and informal forms of language in greetings and leave-takings and try out expressions of politeness in other languages and their own.
- Students report differences and similarities between the sound and writing systems of their own language and the language being learned.
- Students demonstrate an awareness of the various ways of expressing ideas both in their own language and the language being learned.

Sample Progress Indicators, Grade 8

- Students recognize the category of grammatical gender in languages, and their spoken and written language reflects that awareness.
- Students hypothesize about the relationship among languages based on their awareness of cognates and similarity of idioms.
- Students demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.
- Students demonstrate awareness that languages have critical sound distinctions that must be mastered in order to communicate meaning.

Sample Progress Indicators, Grade 12

- Students recognize that cognates have the same as well as different meanings among languages and speculate about the evolution of language.
- Students demonstrate an awareness that there are phrases and idioms that do not translate directly from one language to another.
- Students analyze elements of the target language, such as time and tense, and comparable linguistic elements in English, and conjecture about how languages use forms to express time and tense relationships.
- Students report on the relationship between word order and meaning and hypothesize on how this may or may not reflect the ways in which cultures organize information and view the world.
- Students compare the writing system of the target language and their own. They also examine other writing systems and report about the nature of those writing systems (e.g., logographic, syllabic, alphabetic).

STANDARD 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

LANGUAGE LEARNING IS NOT SIMPLY LEARNING NEW WORDS, BUT ALSO ACQUIRING NEW CONCEPTS ASSOCIATED WITH THE WORDS.

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own culture. They develop the ability to hypothesize about cultural systems in general. Some students may make these comparisons naturally, others learn to do so. This standard helps focus this reflective process for all students by encouraging integration of this process into instruction from the earliest levels of learning.

Sample Progress Indicators, Grade 4

- Students compare simple patterns of behavior or interaction in various cultural settings.
- Students demonstrate an awareness that gestures are an important part of communication and that gestures may differ among languages.
- Students compare and contrast tangible products (e.g., toys, sports, equipment, food) of the target cultures and their own.
- Students compare and contrast intangible products (e.g., rhymes, songs, folktales) of the target cultures and their own.

Sample Progress Indicators, Grade 8

- Students contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
- Students demonstrate an awareness that they, too, have a culture, based on comparisons of sample daily activities in the target culture and their own.
- Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.
- Students hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) by analyzing selected practices from the target cultures and their own.
- Students hypothesize about the relationship between cultural perspectives and expressive products (e.g., music, visual arts, appropriate forms of literature) by analyzing selected products from the target cultures and their own.

Sample Progress Indicators, Grade 12

- Students hypothesize about the origins of idioms as reflections of culture, citing examples from the language and cultures being studied and their own.
- Students compare nuances of meanings of words, idioms, and vocal inflections in the target language and their own.
- Students analyze the relationship of perspectives and practices in the target culture and compare and contrast these with their own.
- Students analyze the relationship between the products and perspectives in the cultures studied and compare and contrast these with their own.
- Students identify and analyze cultural perspectives as reflected in a variety of literary genres.

Participate in Multilingual Communities at Home and Around the World

RATIONALE

The shift from a manufacturing-based economy to one increasingly based on information, technology, and service reflects a changing America. As businesses expand domestic and international markets, American citizens need to be proficient in English and in other languages. These skills allow Americans to access directly knowledge and information generated by other countries and cultures and allow for face-to-face negotiations in political, business, and personal dealings. This proficiency is developed and sustained by the opportunity to learn and use a language over a long period of time. Moreover, students are highly motivated to excel in their study of a second language when they see immediate applications for the skills they learn. They find that their ability to communicate in other languages better prepares them for school and community service projects, enables them to expand their employment opportunities both at home and abroad, and allows them to pursue their own interests for personal benefit. Ultimately, as a result of their ability to communicate in other languages, students realize the interdependence of people throughout the world. This goal combines elements from each of the other goal areas. Once again, careful application of the components of language and culture are vital. The standards in this goal are dependent not only on careful language use, but on the ability to apply knowledge of the perspectives, products and practices of a culture, the ability to connect to other discipline areas, and the development of insight into one's own language and culture.

DISCUSSION

Recognizing the need for a productive and competitive work force, many schools are emphasizing a curriculum that better prepares students for the school-to-work or school-to-college transition. These educational efforts extend to the language classroom, preparing competent and self-confident students for work in the multilingual communities around the globe. The needs of today's society and work force are best met by weaving together the resources and expertise of vocational schools, academic institutions, businesses, governments at local, state, and national levels, and public and private organizations. A changing American society and a world of instant global communications require a strong work force that meets the needs of consumers who may not speak English. Knowledge of another language and culture puts workers in a better position to serve the needs of a global society.

Some students are fortunate to have direct access to multilingual communities through their home backgrounds; all students benefit from an awareness of the many communities in the U.S. where English and other languages are spoken—communities such as the French-

speaking Cajun areas of Louisiana, the German areas of the Texas Hill Country, the Italian communities of the Northeast, the Spanish-speaking communities of the Southeast and Southwest, and the Asian neighborhoods of the West Coast. Language students develop a keener awareness of cultures and are better equipped to function in the multilingual communities that exist in the U.S. and abroad.

STUDENTS COME TO REALIZE THE ADVANTAGES INHERENT IN KNOWING OTHER LANGUAGES.

In addition to the ability to communicate in more than one language as a job skill, knowledge of other languages and cultures opens the door to many types of leisure activities. From the television screen to the computer monitor, Americans have a direct link with the entire contemporary world. Through works of great literature and the arts, a deeper understanding of self is attainable. As Americans travel to other countries and interact with speakers of other languages, they realize that competence in more than one language and knowledge of other cultures empower them to experience more fully the artistic and cultural creations of those cultures.

STANDARDS

The Communities Goal includes two standards. The first standard emphasizes applied learning, while the second focuses on personal enrichment.

STANDARD 5.1 Students use the language both within and beyond the school setting.

This standard focuses on language as a tool for communication with speakers of the language throughout one's life: in schools, in the community, and abroad. In schools, students share their knowledge of language and culture with classmates and with younger students who may be learning the language. Applying what has been learned in the language program as defined by the other standards, students come to realize the advantages inherent in being able to communicate in more than one language and develop an understanding of the power of language. Well-developed language applications increase not only the marketability of the employee, but also the ability of the employer to meet the expectations of the customer. Many of the Progress Indicators for Standard 5.1 are repeated at Grade 4, 8 and 12 not only to emphasize that the activity may be similar, but also to indicate that a spiraling of tasks and competencies advances with age. As students have opportunities to use language in response to real-world needs, they seek out situations to apply their competencies beyond the school setting.

Sample Progress Indicators, Grade 4

- Students communicate on a personal level with speakers of the language via letters, e-mail, audio, and video tapes.

- Students identify professions which require proficiency in another language.
- Students use the language to create imaginary situations.
- Students present information about the language and culture to others.
- Students write and illustrate stories to present to others.
- Students perform for a school or community celebration.

Sample Progress Indicators, Grade 8

- Students discuss their preferences concerning leisure activities and current events, in written form or orally, with peers who speak the language.
- Students interact with members of the local community to hear how they use the language in their various fields of work.
- Students present information about the language and culture to others.
- Students participate in club activities which benefit the school or community.
- Students write and illustrate stories to present to others.
- Students perform for a school or community celebration.

Sample Progress Indicators, Grade 12

- Students communicate orally or in writing with members of the other culture regarding topics of personal interest, community, or world concern.
- Students participate in a career exploration or school-to-work project which requires proficiency in the language and culture.
- Students use community resources to research a topic related to culture and/or language study.
- Students present information about the language and culture to others.
- Students participate in club activities which benefit the school or community.
- Students write and illustrate stories to present to others.
- Students perform for a school or community celebration.

STANDARD 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

LANGUAGE STUDENTS GAIN ACCESS TO ENTERTAINMENT AND INFORMATION SOURCES AVAILABLE ONLY TO SPEAKERS OF THOSE LANGUAGES.

Language is an avenue to information and interpersonal relations. Each day millions of Americans spend leisure time reading, listening to music, viewing films and television programs, and interacting with each other. By developing a certain level of comfort with the new language, students can use these skills to access information as they continue to learn throughout their lives. Students who study a language can use their skills to further enrich their personal lives by accessing various entertainment and information sources available to speakers of the other language. Some students may have the opportunity to travel to communities and countries where the language is used extensively and, through this experience, further develop their language skills and understanding of the culture. Many of the Progress Indicators for standard 5.2 are repeated at Grade 4, 8, and 12 to emphasize that the activities may be similar. However, the sophistication and ease with which the activities are performed depend greatly on the student's age and abilities.

Sample Progress Indicators, Grade 4

- Students read materials and/or use media from the language and culture for enjoyment.
- Students play sports or games from the culture.
- Students exchange information about topics of personal interest.
- Students plan real or imaginary travel.
- Students attend or view via media cultural events and social activities.
- Students listen to music, sing songs, or play musical instruments from the target culture

Sample Progress Indicators, Grade 8

- Students consult various sources in the language to obtain information on topics of personal interest.
- Students play sports or games from the culture.
- Students exchange information around topics of personal interest.
- Students use various media from the language and culture for entertainment.
- Students attend or view via media cultural events and social activities.
- Students listen to music, sing songs, or play musical instruments from the target culture.

Sample Progress Indicators, Grade 12

- Students consult various sources in the language to obtain information on topics of personal interest.
- Students play sports or games from the culture.
- Students read and/or use various media from the language and culture for entertainment or personal growth.
- Students establish and/or maintain interpersonal relations with speakers of the language.
- Students attend or view via media cultural events and social activities.
- Students listen to music, sing songs, or play musical instruments from the target culture.

Conclusions

The challenge and opportunity of writing standards for K-12 learners was exciting and professionally fulfilling for all who joined the process. From the beginning of the project, the standards task force recognized the responsibility it had in attempting to represent the ideas and opinions of professionals in the field. The members of the task force, all practicing teachers, tried to envision these standards in use with all students.

Although this document reflects thousands of comments from teachers, students, researchers, and field testers, it cannot fully capture the complexities of all language learners and all language learning environments. We hope that those who use this document to modify or change fundamentally the way they look at language learning will see these standards as a starting point for more clearly defining what students should know and be able to do as a result of language study.

Standards for Foreign Language Learning: Preparing for the 21st Century remains a work in progress. As the work of the standards task force draws to a close, the goals and standards herein will continue to change and evolve as teachers at every level of instruction work toward their implementation. The K-12 foreign language standards, in the spirit of educational reform, set challenges for schools and teachers, for parents and communities, and certainly for learners. Furthermore, none of this is a mission impossible, for all the components that support these standards for the twenty-first century currently exist in schools. It is simply that they do not exist in ALL schools for ALL the nation's children.

The standards have the power to act as beacons, as guidelines, for state and local districts in both short- and long-range planning.

STANDARDS FOR FOREIGN LANGUAGE LEARNING: PREPARING FOR THE 21ST CENTURY REMAINS A WORK IN PROGRESS.

Learning Scenarios

Following are a series of Sample Learning Scenarios in which classroom activities that reflect the standards are described. The scenarios have been collected from teachers throughout the country and reflect a wide variety of programs, languages, geographic locations, and school settings. Many of the scenarios originated in schools in the districts that served as pilot sites during the standard-setting process. These districts were Clovis Unified School District, Fresno, CA; Edmonds School District, Lynnwood, WA; Gwinnett County Public Schools, GA; Houston Public Schools, TX; Springfield Public Schools, MA; and Williamston Community Schools, MI. The scenarios should be considered illustrative examples of teaching and learning which incorporate the standards. Those standards applied in the scenario are highlighted prior to the description of each scenario. Following each classroom scenario is a reflection which highlights the "weave" of the scenario, including the curricular elements, such as the language system, communication strategies, culture, learning strategies, other subject areas, critical thinking skills, and technology. The reflection also contains suggestions for adapting or extending the learning activities.

ARTS AND CRAFTS

TARGETED STANDARDS
1.1 Interpersonal Communication
1.2 Interpretive Communication
1.3 Presentational Communication
2.1 Practices of Culture
2.2 Products of Culture
3.1 Making Connections
3.2 Acquiring New Information
4.1 Language Comparisons
4.2 Cultural Comparisons
5.1 Language Beyond School
5.2 Lifelong Learning

Students of Italian in upstate New York are studying the crafts of Italy with an emphasis on the products of the different geographic regions (e.g., glass in Venice, alabaster sculpture in Volterra, ceramics in Orvieto, and inlaid wood in Sorrento). Students discuss the differences between arts and crafts, the lifestyles of the people who create or use the crafts, and the information one can learn about a craftsperson from examining his/her work. As an adjunct to this unit, students participate in an Aesthetic Institute unit on the dance called "Quilts" by the Tennessee Dance Theater. This work takes its inspiration from the patterns created by traditional American quilts and from the stories of the people who created them. The students are able to approach this work as a nonverbal extension of the "message" of the craftsperson, and another way to communicate the "passing down" of skills and knowledge through the generations.

Reflection

1.1 Students discuss Italian and American crafts in the target language.
1.2 Students read and view videos on various craftspersons in Italy and interpret that information.
1.3 Students present their interpretations of perceptions on the crafts and craftspersons studied.
2.1 Students identify characteristcs of Italian life that gave rise to the targeted crafts.
2.2 Students learn about the practical and aesthetic development of crafts in Italian culture by examining the products.

3.1 Students reinforce content from their social studies, art, and dance classes.
3.2 Students learn about the lives of craftspersons from authentic sources.
4.2 Students are able to give historically and sociologically correct information on targeted crafts in Italy and the United States; students discuss the artistic and social dynamics of cultures.
5.1 Students work with visiting artists.
5.2 Students gain appreciation for artistry and craftsmanship.

This scenario touches upon the standards in all five goal areas. Because all cultures have unique forms of craftsmanship, this scenario can be adapted for all languages. Similarly, the focus on crafts means that the unit can be adapted for a variety of age groups and levels of language competency. By including works such as "Quilts," students gain an entry-point in the performing arts with the benefit of professional artists in the classroom.

PILOT SITE

CLOVIS UNIFIED SCHOOL DISTRICT FRESNO, CA

The students of Clovis Unified School District exemplify what most Americans think of as "typical" foreign language students. They live in a middle- to upper-middle-income, suburban community. They are highly motivated, competitive, and come from well-educated families. The majority of students are college-bound, and a large number receive credit for Advanced Placement programs. The district offers French, German, Spanish, and Chinese to students in grades 7-12.

TARGETED STANDARDS

1.1 Interpersonal Communication
2.2 Products of Culture
4.2 Cultural Comparisons

BREAD AND CHOCOLATE

Third grade students studying French in Northern California listen as the teacher describes foods typically eaten in France and typically eaten in the United States, such as *pain au chocolat* and sourdough bread with peanut butter. The students sample some food brought by the teacher. They share their impressions, describing the food in French and commenting on how it tastes. Generally, students take a piece of the *pain au chocolat*, and a couple of them like the new taste. Three students decide they don't care for the new taste. When the time comes for other students to try something new, most of them decide they won't like it and decline the offer. The teacher then asks who would like peanut butter and bread, and the whole class finds the offer irresistible. While the students are enjoying their peanut butter and bread, they learn from the teacher that most people in France would not enjoy this combination of foods. The students compare the tastes of the French and Americans and discuss the differences in food preferences. They are surprised to learn that something they consider to be tasty is not necessarily considered so by others. Some of the students then ask to try the *pain au chocolat* to experience something new.

Reflection

1.1 Students share their opinions about some foods from France and from the United States.
2.2 Students encounter a new aspect of culture that they would not otherwise know.
4.2 Students express their impressions of similarities and differences between some sampled foods from France and from the United States.

This activity addresses three goals. The students describe the foods and express their likes and dislikes in trying something new. They then compare their reactions to a new taste and to a food with which they are familiar. Finally, they discuss in English how people enjoy dif-

ferent things, and they express their surprise that something that is generally liked in one culture is not shared by another. Similar activities can be implemented using different aspects of culture. In order to avoid stereotyping, it should be noted that customs and preferences may vary within a culture.

BUTTERFLIES

TARGETED STANDARDS

1.1 Interpersonal Communication
1.3 Presentational Communication
3.1 Making Connections

Students at Sanchez Elementary School are fascinated by the yearly migration of butterflies. Their interest is channeled into an expansive interdisciplinary learning project. The art teacher helps them make butterflies from origami and tissue paper. In language arts, students are doing research and writing a report on the butterfly. Social studies classes are coloring maps showing the flight path of the monarch butterfly, while math teachers are constructing butterfly shapes to study symmetry. Students in science are learning about the life cycle of a butterfly. Even in health and physical education, Coach Garcia is teaching his students how to do the butterfly stroke and how to use a butterfly band aid. Señorita Rodriguez teaches her students the names for the various parts of the butterfly in Spanish using the samples provided by the art teacher. Students point to the different colors as she calls them out in the target language. Students may also show and tell about their butterflies using familiar adjectives to describe them and identifying the six stages of their life cycle. Working in pairs, students use the cardinal numbers to trace the migration of the monarch butterfly on a map, as well as to provide information regarding shape, color, size, and symmetry. Working in cooperative groups, students are asked to compose a verse about the butterfly. The project culminates with a field trip to a local museum of natural science to observe butterflies in their natural habitat.

Reflection

1.1 Students use the language to identify parts of the butterfly and answer questions.
1.3 Students tell about their butterflies and compose a verse about them.
3.1 Students further their knowledge of butterflies in an interdisciplinary fashion.

This is an example of an integrated curriculum in which each subject seeks to provide learning opportunities for students around a common theme. The learning throughout the day is then reinforced for students, not only through different disciplines, but also through different learning modalities. This interdisciplinary aspect is particularly pertinent to language learning so that students make connections among the disciplines and see an immediate use and application for the other language. This approach is most easily accomplished now in the elementary school setting, but it can be used effectively at the middle and high schools with appropriate planning.

TARGETED STANDARDS

1.2 Interpretive Communication
2.2 Products of Culture
4.2 Cultural Comparisons

CHINESE CALENDAR

In Ms. Chen-Lin's Chinese class in West Hartford, CT, eighth graders are learning about the Chinese calendar. Students listen to the folkloric tale of how the years got their names, which the teacher explains by using story cards. The students then use artistic expression to recall the details of the story by making posters that announce the race of the twelve animals in the story. They are encouraged to include on their poster the date, time, location, and prize in Chinese. On the next day, the class explores the importance of a calendar in the students' own culture and in others. The students discuss the differences found in the Chinese and American calendars. They then make a calendar using Chinese characters to be used in their homes. They include birthdays, family celebrations, school activities, and other special events.

Reflection

1.2 Students comprehend the story about the Chinese calendar.
2.2 Students read about and discuss expressive products of the culture.
4.2 Students compare and contrast calendars from the two cultures.

In this activity the students understand the calendar explanation more easily because the teacher accompanies the explanation with visuals. The use of artistic expression to check for their understanding allows students with various learning styles to be successful in showing what they understood from the story. The follow-up discussion helps students reflect on the importance of a calendar within a culture and the role that the calendar plays in American culture.

TARGETED STANDARDS

1.3 Presentational Communication
5.1 School and Community

COMMUNITY PROJECT

As a part of a larger school-wide community service project, students at Forest Park Middle School discussed the ways that foreign visitors could be made comfortable in a new community, welcomed by merchants, and encouraged to use municipal services. They concluded that making signs in various languages would demonstrate a community's invitation to visitors to use the services. An eighth grade Spanish class chose the public library as the venue for their work. Working in pairs, partners assembled a list of vocabulary words and then made a directory of places and references where certain items could be found in the library. In addition, they prepared a list of useful expressions that are applicable to library users. Partners then compared and contrasted their individual lists and reported to the whole class; after a brainstorming session, students produced a final list of relevant vocabulary and phrases. The project culminated in the creation of brochures and posters to illustrate useful expressions and designate sections of the library. Finished posters were first displayed in the school building during Foreign Language Week, before being permanently installed in the community library. Spanish brochures were made available to visitors at the reference desk.

Reflection

1.3 Students create brochures for the library.
5.1 Students participate in an activity that benefits the community.

This activity is an example of student use of the language beyond the school setting. Assisting students in identifying and implementing community activities in which they use the language makes the learning relevant to students and helps them envision how they may be able to use the language in their personal lives in the future. Making the directory and signs for the public library would involve students' attention to the language system as any public signs should contain correct spelling and should accurately reflect how language structures are "telescoped." Students would also need to show attention to the cultures reflected in the communities so that appropriate vocabulary would be used.

COMMUNITY SERVICE PROJECT

TARGETED STANDARDS

1.1 Interpersonal Communication
3.1 Making Connections
4.1 Language Comparisons
4.2 Cultural Comparisons
5.1 School and Community

Members of the Spanish Club at Sanchez High School undertake the clean-up of the old Spanish cemetery a few blocks from the school as their community project. On their first day at the cemetery, they are amazed at the names, birth and death dates, epitaphs, and other information inscribed on the tombstones. The history teacher becomes involved by having her students trace the historical background of some of the names inscribed on the tombstones. The art teacher has her students prepare pencil drawings of the cemetery and create "charcoal shadings/impressions" of interesting tombstones. Students from Spanish classes interview community members in the foreign language to obtain a historical perspective. They also read and study about the Day of the Dead (*El Día de los Muertos*). They follow class discussions of ancient and modern death rituals in Spanish-speaking countries with further study of the verbs "to die" and "to be born," and the numbers up to 1000.

Reflection

1.1 Students conduct interviews with members of the Hispanic community.
3.1 Students further their knowledge of another discipline.
4.1 Students make comparisons between the languages based on a discussion of the syntax.
4.2 Students compare and contrast death rituals.
5.1 Students participate in a club activity which benefits the community.

This is an example of students' use of the language beyond the school setting in an activity that expands the knowledge of the students and benefits the community. The cultural and linguistic elements of the activity ensure that students are enhancing their knowledge in both of these areas. Students may need to use dictionaries to translate some of the epitaphs

written in the target language. Class discussion will include the most effective use of foreign language dictionaries and the linguistic issues involved in literal translations. This project may be easily expanded by comparing the information about the culture with death-rituals and practices in various communities in the United States.

TARGETED STANDARDS
1.2 Interpretive Communication
4.2 Cultural Comparisons

CULTURAL COMPARISONS

Students in Ms. Gadbois' French II class at Central High School received an article, written for a teen magazine in France, about a crime thata occurred in the U.S. and the unusual sentence given to the criminals. The students discuss the crime, the pros and cons of each possible legal punishment, the view of the French writer toward the event, and how the same crime was treated in the American press. As a follow-up, students write a summary of the article.

Reflection

1.2 Students comprehend the principal elements of non-fiction articles on a topic of current importance.

4.2 Students discuss the point of view of the French author and compare it to the American viewpoint.

This activity offers students the opportunity to view an event through the cultural perspective of a speaker of another language. It helps students to realize that the same event may be portrayed quite differently based on the cultural background of the reporter. By using the authentic source, students read an article that is aimed at their age group and concerns a topic with which they are all familiar. The article could also be the starting point of a discussion of idioms and vocabulary pertinent to an adolescent audience.

TARGETED STANDARDS
1.1 Interpersonal Communication
1.3 Presentational Communication
4.2 Cultural Comparisons

CULTURAL OBSERVATION

In trying to help students understand the similarities and differences between German and American cultures, students in Fresno are asked by their teacher, Ms. Koopman, to view a series of ten slides depicting cultural diversity in Germany. The students study each slide for one minute and note what they see. In groups, the students discuss their observations and each group then reveals three observations to the whole class. They view the slides a second time and their teacher relates to the class the exact nature of each picture. The students then reevaluate their original observations and talk about the varied attitudes found in their own and in German culture. Ms. Koopman then asks the students to keep a journal over the next two-week period in which they jot down various observations about cultural diversity within either the German

or U.S. culture. The students are also asked to draw a political cartoon which illustrates the misunderstandings between two cultures.

Reflection

1.1 Students discuss their reactions to the slides in groups and write down their observations.
1.3 Students present a political cartoon representing cultural diversity.
4.2 Students demonstrate an understanding of how different cultures view diversity.

This type of activity could be used to discuss a variety of topics, such as how people live, dietary habits, dress, and expressive art forms from the culture studied. It could be done with students from elementary school, middle school, or high school with varying degrees of sophistication depending on the developmental level of the students. The final part of the activity, drawing the political cartoon, brings students' higher level thinking skills into play as they must synthesize the activity into a humorous setting.

DAILY SCHEDULES

TARGETED STANDARDS

1.1 Interpersonal Communication
1.2 Interpretive Communication
1.3 Presentational Communication
2.1 Cultural Practices
3.1 Making Connections
4.2 Cultural Comparisons
5.1 School and Community

The students in Monsieur Joseph's seventh grade French class have been learning to describe their daily routines. In their math class, they have been working with percentages, collecting and organizing data, graphing the data, and interpreting the data provided by the graphs. They have also been corresponding via e-mail with "keypals" in Dakar, Senegal. M. Joseph asks students to determine the amount of time they spend each day eating, sleeping, watching TV, and studying (in school or at home). Students determine what percentage of the school day they spend on each of these activities and display the information on a circle graph, labeling the graph in French as appropriate. Students then work in groups of four to compare data on their graphs. Students take turns interpreting the graph of the person on their right, comparing the data on their own graph to that of the other person. At the end of the activity, each student provides a statement that summarizes what the group found and dictates this information to the group recorder. On a subsequent day, students use information they have received through correspondence with "keypals" in Dakar to reflect upon how their daily schedules and allotment of time compare with those of their peers in Senegal.

Reflection

1.1 Students work collaboratively in groups.
1.2 Students comprehend their e-mail messages from Dakar.
1.3 Students present information about themselves to their group.
2.1 Students learn about the practices of the students from Dakar.

PILOT SITE

EDMONDS SCHOOL DISTRICT, LYNNWOOD, WA

Through the Edmonds 2000 initiative, this suburban district of 20,000 students has been involved in the development of world-class standards and assessments in all disciplinary areas. There is a strong commitment to site-based management. Foreign language offerings include French, German, Italian, Japanese, Russian, Spanish, and Swedish. Currently, 225 students in grades 1-6 and 3,428 in grades 7-12 are enrolled in foreign language study.

3.1 Students make connections between the skills they are learning in math and their French class.
4.2 Students compare and contrast the use of time by the students in Dakar with their own.
5.1 Students use the language beyond their own community.

This activity exemplifies how skills learned in one class can be reinforced in the language class by developing meaningful activities with practical applications for students. Middle school students are focused on their lives and the lives of their peers. This activity takes that natural interest of the student and channels it into a learning activity. This might also be an opportunity for the students to focus on the language structures involved in making comparisons in French.

TARGETED STANDARDS

1.1 Interpersonal Communication
1.2 Interpretive Communication
1.3 Presentational Communication
2.1 Practices of Culture
2.2 Products of Culture
3.1 Making Connections
4.2 Cultural Comparisons

DIEGO RIVERA

The cultural focus of the fourth grade Spanish class at Perkins Elementary School is Mexico. Prior to Diego Rivera's birthday, the class begins its unit based on the book *Diego* by Jan Winters. The teacher uses props and pictures to introduce unfamiliar vocabulary. Total physical response (TPR), active listening, and question/answer activities are used to practice new vocabulary. Students use a map of Mexico to lead into the setting of the story. Students participate in a pair activity in which they instruct their partners, using a map and a toy airplane, to travel to the areas within Mexico that are important to the story and to understand the general orientation of those areas within the country. The teacher reads the story to the students several times. They illustrate and label selected scenes from the book, orally tell the story in sequence, and participate in time line and story mapping activities after the readings. The teacher shares with the students many examples of Diego Rivera's works. In small groups, they talk about what they like and do not like about the paintings, and they make lists of the topics depicted in the murals. The students create a mural with the art teacher based on the time line of Diego Rivera's life that reflects the sequence of their own lives. The foreign language teacher facilitates the writing of a language experience story about the mural.

Reflection

1.1 Students engage in conversations about the story and Diego Rivera's works.
1.2 Students comprehend the story when told by the teacher.
1.3 Students present information about the story.
2.1 Students understand the cultural practices depicted in the works of Rivera.
2.2 Students become familiar with cultural products of Mexico (Rivera's murals).
3.1 Students make connections with other disciplines (art and social studies).
4.2 Students compare the life of Rivera with their own.

The basis for this activity is a work of children's literature based on the life of Diego Rivera. The techniques used by the teacher help students in an elementary FLES (Foreign Language in Elementary School) program to understand the story. Learners make a connection between the artist's life and medium (murals) with their own life. Once again, the element of culture undergirds the context for this activity.

DINOSAURS

TARGETED STANDARDS

1.2 Interpretive Communication
1.3 Presentational Communication
2.2 Products of Culture
3.1 Making Connections
5.1 School and Community

Kindergarteners at Rockbridge Elementary School are learning about dinosaurs with the typical fascination that this subject holds for young students. To complement their study of this topic, their teacher, Señora Matos, develops an activity for their FLES Spanish class with the cooperation of the art teacher. The students use construction paper to create a "Jurassic Mountain" in the classroom. In Spanish, they learn the words for tree, mountain, and other elements of their newly created environment. However, the teacher and students realize that something is missing: the dinosaurs. Students are asked to bring dinosaurs to school, and on the next day their "Jurassic Mountain" and two other tables are covered with dinosaurs. After learning the vocabulary in Spanish, the students identify and describe the dinosaurs and classify them by size, color, and other characteristics (gentle, fierce, etc.). Students then make brightly colored papier-mâché dinosaurs as well as dioramas reflecting the appropriate habitat for their dinosaurs. At the end of the week, Señora Matos has twenty-one diverse dinosaur dioramas to be shared with the school community.

Reflection

1.2 Students understand the presentations of their classmates.
1.3 Students present information about their dinosaurs to fellow students.
2.2 Students use art media and colors that reflect Hispanic culture.
3.1 Students reinforce and further their knowledge of prehistoric life.
5.1 Students use the language within the school setting.

This scenario could occur in any language with beginners at any grade level. The content would depend on the setting. The scenario might be played out using such topics as mythical figures, medieval artisan shops, or signs of the Chinese calendar in cooperation with teachers from various disciplines. The curricular weave is highlighted in the classification aspect of the activity in which students use critical thinking skills to organize and classify the dinosaurs. By encouraging students to ask and answer questions of each other, a focus on Standard 1.1, Interpersonal Communication, could be added to this activity.

PILOT SITE

GWINNETT COUNTY PUBLIC SCHOOLS LAWRENCEVILLE, GA

Gwinnett County Public Schools is a large, suburban district thirty miles northeast of Atlanta with a total student population of 75,000. The district is becoming increasingly diverse both ethnically and linguistically. Some 4,000 students speak a language other than English at home. More than 60 different languages are spoken by Gwinnett students, and the county is home to many international companies. Foreign language study is available to students beginning in the elementary grades (primarily in the form of exploratory programs) through high school. Languages offered include French, German, Japanese, Latin, Spanish, and Russian.

DOING BUSINESS IN JAPAN

TARGETED STANDARDS

1.1 Interpersonal Communication
1.2 Interpretive Communication
2.1 Cultural Practices
2.2 Cultural Products
3.1 Making Connections

Students in Mariko Jeffrey's seventh grade Japanese class have been learning Japanese for six years through a partial-immersion program. In this activity, they begin by comparing the geography of Japan with the geography of the United States and the various regional products that are available for export to other countries. Based on this information, the teacher leads the students in a discussion of products whose import and export might benefit Japanese and American businesses. From this discussion, the teacher introduces the concept of the business card in Japanese society. Using authentic business cards, students identify the types of information included. They then make their own business cards representing a product that they had suggested for export. As a final activity, students pair up and introduce themselves and their product to each other.

Reflection

1.1 Students introduce themselves and their products to each other.
1.2 Students listen to the teacher's explanations of the concept of the business card.
2.1 Students learn about the practice of exchanging business cards in Japanese society.
2.2 Students understand the role of the business card and its use.
3.1 Students learn about the various geographic features of Japan and their influence on products that are available for export.

In this scenario, the students are involved in making the transition from an elementary partial-immersion program that focused on the elementary school curriculum to the high school language program that focuses on the language. Students have a high level of listening proficiency, but need to be exposed to communicative oral activities such as introducing themselves and presenting product information. The teacher necessarily focuses on the writing system as students need to systematically increase their knowledge of Kanji. There may also be grammatical features that need to be discussed more formally than would be addressed in the elementary school program. The geographic and economic concepts maintain students' interest as they increase their knowledge of Japanese language and culture.

FAIRY TALES

TARGETED STANDARDS

1.2 Interpretive Communication
1.3 Presentational Communication
2.2 Products of Culture
5.1 School and Community

Each student in the Spanish III class at Shiloh High School reads a fairy tale from the target language culture in order to gather information and learn the vocabulary used in this type of story. After researching the vocabulary and studying the grammatical structures, students select the information that best expresses the principal ideas and themes of the story. Students summarize this information in

phrases to demonstrate an understanding of the material. Then, key verbs in the story are used in sentences. Once this activity is finished, students begin an analysis of the story in the target language. They discuss physical appearance, intellectual traits, cultural practices and perspectives, and notable characteristics of the characters. They also talk about the characters' contributions to the story, the principal and secondary themes, and the climax of the story. In pairs or small groups, students select two stories to be combined into one for the purpose of creating one new story. In order to write the new fairy tale, students discuss the characters and their function in the new story, organize the characters to fit the new theme and plot, evaluate the new situations, and provide solutions to problems and conflicts. Upon completion, each new story is then presented orally through dramatizations. Students use puppets, marionettes, or a felt board for story telling. The written story is presented in the form of a pop-up book where each page has three-dimensional illustrations and a text for narration. Each new story is videotaped for enjoyment and error correction. The written and videotaped versions of the fairy tales are kept as a part of the classroom library.

Reflection

1.2 Students read the fairy tale.
1.3 Students present their fairy tale orally or through dramatization.
5.1 Students write stories to present to others.

In this activity, students focus on the language structures and vocabulary within the authentic cultural context of a fairy tale. The process of putting the characters and themes into a new story involves the use of higher level thinking skills. The presentation aspect is a good vehicle for student expression in the target language. The students also focus as a group on error correction by pointing out common errors made on the tapes. This might be appropriately done before the final version is filmed or taped.

FILM

TARGETED STANDARDS

1.2 Interpretive Communication
1.3 Presentational Communication
2.1 Practices of Culture
3.1 Making Connections
5.2 Lifelong Learning

Viewing a film in another language is an effective way to expose students to native speakers and to provide them with an opportunity to see how people live and react to the world they inhabit. *IndoChine,* a French film which takes place in Indochina in the early 1920s to 1950s, is the story of a French rubber plantation owner, her family, and how French colonialism, communism, and other social and political events completely changed their lives. Before viewing the film, Mrs. Gibson's III and IV classes at Meadowcreek High School had a short discussion of Indochina at the time period of the film. It was important to establish the history and context of France's involvement and colonial experience in Indochina. The film, 2 1/2 hours

long, was divided into forty-minute segments, so that a discussion could occur after each segment. After the film, students wrote a "response to literature" essay, in which they summarized their personal reaction to the film, its themes, and what new information and perspectives they had gained.

Reflection

1.2 Students view the film in French.
1.3 Students write a reaction to the film.
2.1 Students gain insight into the patterns of behavior of the culture studied.
3.1 Students further their knowledge of geography and history.
5.2 Students view a French feature film.

Viewing a full-length feature film can be daunting to language learners. In this example, the teacher has effectively divided the film into smaller segments with a discussion following each part. By setting the stage with the necessary background information, the teacher prepares the students to comprehend the film effectively. Students gain a level of confidence about functioning within a culture other than their own when their classroom learning experiences include activities such as this one.

TARGETED STANDARDS
1.2 Interpretive Communication
1.3 Presentational Communication
2.1 Practices of Culture
2.2 Products of Culture
3.1 Making Connections
4.2 Cultural Comparisons
5.1 School and Community

GEOGRAPHY

In many school districts, third graders study other countries and cultures in social studies. By third grade, students understand the concepts of countries and continents. They know that many cultures are represented in the United States, and they are beginning to explore the diversity of the peoples of the world. Classroom teachers may choose to study a country in Asia or Africa as a part of the third grade social studies program. The language teacher can then present information about these world regions in the language class. For example, third graders studying Spanish at Naubuc Elementary School are also studying about the country of Ghana. Even though Ghana is not a Spanish-speaking country, students use Spanish to review world geography and locate Ghana on the African continent. The language teacher, Ms. Trusz, reinforces concepts already presented in social studies by teaching the vocabulary for the products, languages, animals, weather, geography, etc., of the country. Because Ghana is a country near the equator, and many Spanish-speaking people also live in equatorial countries, the vocabulary and concepts learned about Africa reinforce information already presented about the target culture. After being asked to brainstorm the similarities and differences among a community in Ghana, a Spanish-speaking community, and their local community, the students then write several

paragraphs or develop projects about Ghana in Spanish which depict these similarities and differences. The language class includes students who speak Spanish as a first language. These students are able to enrich the authenticity of the language experience by adding their insights about the local Spanish-speaking community.

Reflection

1.2 Students comprehend information about life in Ghana.
1.3 Students prepare projects and/or writing assignments for others to read.
2.1 Students learn about the cultural practices of the communities.
2.2 Students learn about the cultural products of the communities.
3.1 Students further their understanding of world geography.
4.2 Students compare and contrast life in the local community, a Spanish-speaking community, and a community in Ghana.
5.1 Students use the language in the school setting.

This scenario relates what students learn in other disciplines and what they know about the culture of the language studied to their own life experiences. The fact that native speakers of Spanish are in the class allows the teacher to vary the assignment in order to challenge students. Other topics which might be addressed in this way include schooling, professions, and political systems. The use of a Venn diagram to help students visualize the organization of the similarities and differences among the communities would encourage these young students to use high level thinking skills in organizing their writing. By including Ghana, the Spanish-speaking community, and the local community in the discussion, the students are developing a multicultural perspective that can be applied to other settings.

GUEST SPEAKER

TARGETED STANDARDS

1.1 Interpersonal Communication
1.2 Interpretive Communication
3.1 Making Connections
5.1 School and Community

Second year French students at Central High School listen to Monsieur Mensah, a substitute teacher in the school, describe his country, Togo, and its customs in the target language. Each student asks him two questions in French about a topic of particular interest to him/her. The visit is a success for both the visitor and the students. The guest is impressed by the courtesy of the class and the students' ability to comprehend his language, and the students marvel at the story of Togo, its importance in African history, and the fact that it is the second-ranked African country in attracting tourists. M. Mensah is an excellent role model as he explains the importance of French in his country, why he speaks it, the fact that his parents do not, and what opportunities it has presented to him in his lifetime. The students then prepare a resumé of what they have learned from M. Mensah in either cassette or written essay form. As a follow up, the students will research Togo via the internet and CD-ROM.

Reflection

1.1 Students ask questions of the visitor.
1.2 Students comprehend the main ideas and some details.
3.1 Students further their knowledge of an African country.
5.1 Students communicate with members of the other culture.

The teacher might use this opportunity to review the language system in terms of asking questions, since the students developed questions to ask the visitor. The focus on interrogatives would help students refine their language skills in this area. The follow-up with Internet and CD-ROM would bring technology into the extension activity.

TARGETED STANDARDS

1.1 Interpersonal Communication
5.1 School and Community
5.2 Lifelong Learning

HOCKEY LESSON

Students in Long Island, New York, learn about hockey first-hand from players for the New York Islanders who were born in Canada and were raised speaking French. Teacher David Graham, from Plainview Kennedy High School, wants to give his students a French lesson in hockey so he arranges for two players from the Islanders team to address his French students. The students spend several hours asking questions in French about professional hockey and the players' personal lives. Afterwards, the students attend a specially priced hockey game with their parents in which the Islanders play opposite the Montreal Canadiens.

Reflection

1.1 Students ask questions of the players.
5.1 Students participate in a community activity.
5.2 Students show evidence of enjoyment of the language.

The teacher reports that several months after this activity the students are still excited about the experience. Having the students attend the game in addition to the assembly was important, he says, because "it takes the kids' interest in sports and ties it directly to learning a foreign language." This activity could be replicated in Spanish classes with Hispanic members of soccer teams or in German classes by interviews with German tennis players.

INTERNATIONAL SCIENCE

TARGETED STANDARDS

1.1 Interpersonal Communication
1.2 Interpretive Communication
3.1 Making Connections
3.2 Acquiring Information

Students in Ms. Welch's biology class in Jessamine County High School have been working in teams to study viruses, conducting experiments in the lab while researching a particular strain of viral infection. One team has become intrigued by the work done at the

Pasteur Institute in the exploration of the virus which causes AIDS. Maria and John are both taking French and know that they could probably add significantly to the biology class if they were able to contribute information about the Institute and its work. They obtain the address of the Institute through a Minitel (national database in France) search using John's computer at home. Not finding an e-mail address, the pair decides to write the Institute and request information regarding work on the virus. The jointly composed letter becomes an entry in each of their French writing portfolios. After four long weeks, a packet of materials finally arrives. The pair is disappointed to find that the items in the packet are almost all in English. Discussion of the virus has become old news in the biology class as new topics have replaced bacteria study. John and Maria, however, are intrigued to find that the French perspective of the history of the discovery of the HIV virus differs subtly from what they had assumed after reading in biology class. Ms. Welch is pleased with their initiative, interested in the perspective they noticed about the research, and invites the students to share the information with classmates during a formal presentation to the rest of the class. Rather than focusing exclusively on viral infections, the ensuing discussion centers on competition in science, the scientific process, and reasons why much of the technical work in the field is written in English.

Reflection

1.1 Students compose a letter to send to the Pasteur Institute.
1.2 Students read the few materials in French that they received from the Institute.
3.1 Students further their knowledge of the virus.
3.2 Students realize that the French perspective of the discovery of the virus varies from the American.

This activity is an example of students learning to view a topic through the perspective of another culture. After realizing that the history of the HIV virus was treated slightly differently in an article written in French, students could then identify a series of current events and analyze how these topics are handled by the press in various French-speaking countries. Students would use critical thinking skills to conduct the analyses of the various treatments.

PILOT SITE

HOUSTON INDEPENDENT SCHOOL DISTRICT, TX

The Houston Independent School District is a complex, urban organization that serves a dynamic, highly diversified community. The largest district in Texas, serving over 200,000 students, it now also ranks as the fifth largest in the nation. Six elementary schools, twenty-six middle schools, and twenty-six high schools provide programs in foreign languages to over 12,000 students. The most commonly taught languages are Spanish, French, and German. Other languages taught in the district include Latin, Italian, Russian, Chinese, Hindi, Hebrew, and Arabic.

JOURNAL WRITING

TARGETED STANDARDS

1.2 Interpretive Communication
1.3 Presentational Communication
5.2 Lifelong Learning

Students in the German III class at Las Cruces High School write entries in a journal four times a week. The journals are written outside of class, and students are free to write on topics of their own interest. One of their weekly journal entries is the discussion of an article of the students' choice. The school has a subscription to a German newspaper and to a weekly magazine, and issues are available for the students to take home. Some of the students have access to the Internet and have found reading materials there to review in their journals.

Soon the language department will have a satellite dish and access to *Deutsche Welle TV.* Their teacher plans to videotape various programs which the students can then view at home and discuss in their weekly journals.

Reflection

1.2 Students interpret articles and videos.
1.3 Students write reactions to the articles and videos.
5.2 Students use media from the culture to obtain information on topics of personal interest.

To target Standard 1.3, the students could prepare an analysis of current events, and time could be set aside each week for students to share what they have read or viewed with their classmates. The students could also use these authentic documents to identify, discuss and analyze such products of the culture as social, economic, and political institutions and thus target Standard 2.2. The teacher also helps students focus on individual difficulties with using the language system by highlighting common errors in language usage when reacting to the students' journal entries. This would not be done by correcting errors for the student, but by calling attention to areas in which students need to improve. Peer editing is another effective way to help students improve writing skills by providing an audience other than the teacher for the student writing.

Targeted Standards

1.1 Interpersonal Communication
1.2 Interpretive Communication
1.3 Presentational Communication
2.1 Practices of Culture
2.2 Products of Culture
3.1 Making Connections
3.2 Acquiring Information
4.1 Language Comparisons
4.2 Cultural Comparisons
5.1 School and Community
5.2 Lifelong Learning

LITERATURE-BASED PROJECT

The students in the fourth year German course at Las Cruces High School have spent the past three weeks reading *Damals war es Friedrich,* a novel by Hans Peter Richter that focuses on the relationship of a Jewish and non-Jewish boy growing up during the 1930s. While reading, the students discuss various literary aspects of the novel, including its structure and relationship to other literary works that they have read, the relationships of the characters to each other, and the historical setting of the novel. The nine students decide in a brainstorming session to produce a "documentary" film based on the historical period depicted in the novel and focused on the period's impact on families. Students plan to contact history teachers in the school, professors in the German and history departments at the local university, the Jewish community leaders, and the leadership of "Freunde der deutschen Sprache," a community organization for German speakers. Some students videotape interviews with members of the community who had lived in Germany during that time period. Other students write scripts for scenes from the book emphasizing the Jewish boy's perspective. With members of the class

taking on the various roles, these scenes are also taped by the group. Still other students do historical research. One student's inquiries lead to the discovery of a holocaust museum in a neighboring city which the class visits. The students interview the museum's founder and director and capture many of the displays on video tape. The group also views several films, including *Europa, Europa, Die Weisse Rose, Schindler's List,* and parts of documentary films on "Entartete Kunst" (Degenerate Art) and filmmaker Leni Riefenstahl. Using two VCRs, they edit the scenes that they filmed, including relevant parts of the interviews, and footage from the museum visit. Finally they add introductory and closing comments and voice-over narration by some of the students. The finished film is about twenty-five minutes long and is augmented by a written synopsis of the project.

Reflection

1.1 Students brainstorm and plan their project using the language. Students interview community members.
1.2 Students read a novel, view films, and research the project using secondary resources.
1.3 Students produce a film and synopsis.
2.1 Students discover through their reading, viewing, and research how the historical period was presented in the culture.
2.2 Students view films produced by the culture studied.
3.1 Students further their knowledge of the period.
3.2 Students find perspectives that differ from those presented in their history textbooks.
4.1 In viewing a film, students comment on the difference in the spoken dialogue and subtitles.
4.2 When interviewing community members, students note the importance of language register.
5.1 Students use the community as a resource.
5.2 Students research a topic using resources other than print material. A copy of the film is sent to the museum for their archives.

This scenario illustrates how a literary work can serve as the basis for an interdisciplinary project. Even though this community does not have a large number of native speakers, the students were able to locate speakers of the language who could contribute to their project. A logical extension of the project would be to broadcast the video on a local cable channel or university channel for the community to see, or to host a screening attended by all those interviewed. The final product in this scenario could also have been a print publication of some variety.

MINITEL PROJECT

TARGETED STANDARDS

1.1 Interpersonal Communication
3.1 Making Connections
3.2 Acquiring Information
5.1 School and Community
5.2 Lifelong Learning

Madame Nelson's eighth graders rush into the classroom and eagerly gather at the computer to check for responses from their French penpals on the Minitel chat line. They have been able to correspond with thirteen-

year-olds from a school in southern France by using the French national database (Minitel) to connect with their peers in France. Mme Nelson's students are in their second year of French, so they are able to write to their French counterparts and ask questions about a typical school day, life in French communities, and what students there like to do for fun. They are also able to share this information about themselves in French. Today in class they download the French students' responses onto their own disks. They exit Minitel and then read the responses and formulate questions and answers for their next communication. Approximately half of the class period is spent on this activity. Then their attention turns to the next assignment, in which Mme Nelson gives each group a specific amount of money and they must decide how they will spend it while dining in Paris. They return to the Minitel and access a list of restaurants in Paris and the menus of the fare offered. They are able to select menu items for a full French meal and calculate the amount spent in francs. The groups then evaluate the work of the others by ascertaining how balanced the meal was, how close the group came to spending the amount assigned, and whether an appropriate tip was given. The assignment for tonight is to calculate the equivalency of the amount each group spent in francs with American dollars.

Reflection

1.1 Students correspond with French "keypals."
3.1 Students discuss the nutritional value of their meal and calculate expenses.
3.2 Using technology, students access and use menus from French restaurants.
5.1 Students use the language to discuss the project with their classmates.
5.2 Students show evidence of being able to order from a French menu.

This scenario exemplifies how technology facilitates language learning and plays a role in motivating students to use the foreign language with peers. It also highlights the visionary aspect of the standards. Although some classrooms have access to Minitel, it is certainly not the norm in classrooms across the country. How soon technology will become more prevalent in language classrooms is difficult to tell. What is clear is that technology will play a critical role in bringing native speakers and current information from the culture into the classroom. The teacher can enhance the language competence of students by focusing on communication strategies from the "weave" of language learning, so that students will know how to keep the communication going with their peers even if they are not certain how to express themselves.

PILOT SITE

PUBLIC SCHOOLS OF SPRINGFIELD, MA

The second largest city in the state, Springfield is a racially and ethnically diverse community. The public school system serves a pre-K-12 student population of 24,000 with a racial and ethnic distribution that is 33% white, 29% nonwhite, 2% Asian, and 36% Spanish-surnamed. Sixty-two percent of the students are reported in the low-income category according to established guidelines. Eighteen schools (9 elementary, 5 middle, and 4 senior high) offer language programs to 8,500 students. Languages available include Chinese, French, German, Italian, Japanese, Latin, Russian, Spanish and Classical Greek.

TARGETED STANDARDS

1.3 Presentational Communication
5.1 School and Community

MYSTERY CLASS

To review material learned the previous year, students in this German II class are asked by their teacher, Sue Webber, to write a description of themselves as well as information about where they live and their interests. The students then photograph them-

selves holding an item that represents their hobby (e.g., fishing pole and net for salmon). Each student's picture is numbered, and the package of descriptions and pictures is mailed to the partner school. The receiving school's students read each letter and match the letter with the picture. They also guess at the location of the mystery school based on the information given by the students in their letters that might suggest region or place. Since the school is on the internet, it is a quick process to see if the students guess correctly.

Reflections

1.3 Students write information about themselves and where they live.
5.1 Students use their language to interact beyond their own school setting.

This activity combines technology with a review of basic structures from German I and the high interest provided by communicating information with peers. This activity provides the basis for long-term communication among the students in which they may share cultural information such as use of the telephone, doors open vs. doors closed in a home, parental attention to teens' whereabouts, etc. The students are able to reflect on their own culture by reading what German students say about the differences they see between the cultures.

NEW YEAR'S CELEBRATION

TARGETED STANDARDS

1.1 Interpersonal Communication
1.2 Interpretive Communication
2.1 Practices of Culture
2.2 Products of Culture
3.2 Acquiring Information
4.1 Language Comparisons
4.2 Culture Comparisons
5.1 School and Community

High school students in Springfield are preparing for a Chinese New Year's Celebration in their second-year Chinese class. They read materials in Chinese and in English on the celebration, which explains several aspects of the tradition. They also view a videotape explaining the extended celebration and preparation for it. The students then discuss the perspectives, products, and practices depicted in the film and reading materials, comparing their own experiences celebrating an American New Year. Earlier in the year they had made origami "good luck wishers" and red envelopes for money. One day is spent designing cards and invitations for the New Year's celebration. Special attention is paid not only to words for the event but also to the appropriate colors. They learn how to care for the calligraphy set, grinding ink and washing brushes, and they practice the basic strokes before writing the characters on rice paper. The calligraphy work is then displayed in the school library prior to the celebration. The classes then listen and learn the words to a New Year's song and practice dance steps. After making a lion's head, they perform the lion dance for the school and in the community.

Reflection

1.1 Students work together to plan the celebration.
1.2 Students read and view materials in the language.

2.1 Students learn about and participate in the celebration.
2.2 Students experience expressive products of the culture.
3.2 Students learn through the language about the significance of the celebration.
4.1 Students analyze New Year's greetings in the two cultures.
4.2 Students compare celebrations.
5.1 Students interact with each other and perform in the community.

This scenario addresses standards in each of the five goal areas. The activities can be done within a variety of cultural contexts focusing on celebrations such as birthdays, Halloween and *El Día de los Muertos,* or Christmas. This scenario could be adapted to accommodate students in elementary and middle schools programs. The focus on comparing and contrasting New Year's celebrations brings critical thinking skills into play, undergirded by cultural knowledge.

TARGETED STANDARDS

1.1 Interpersonal Communication
1.3 Presentational Communication
2.1 Practices of Culture
3.1 Making Connections
5.1 School and Community
5.2 Lifelong Learning

NEWSCAST

In the Spanish II classes in Williamston High School, students work in groups to write, produce, and videotape a fifteen to twenty minute news show that includes current events; a live, on-the-scene report; weather; sports; and commercials. The news events include items from the Spanish-speaking world, the U.S., state, and local areas.

Reflection

1.1 Students work in groups to produce the newscast.
1.3 Students present the newscast.
2.1 Students reflect a perspective from the culture studied in the news stories.
3.1 Students develop news items using information from many fields.
5.1 Students create a context for using the language in the classroom.
5.2 Students develop insights necessary for media literacy.

If the students were asked to view taped newscasts and commercials from two Spanish-speaking countries and use them as models for their project, an emphasis could be placed on Standard 1.2, Interpretive Communication, and Standard 3.2, Acquiring Information. By watching foreign language broadcasts, students are acquiring information in a form that is not available to them in English. Standard 4.1 could be included by having students view newscasts and compare and contrast language styles. Students could also be asked to note cultural similarities and differences in the videotapes they viewed. This type of preparation for the project would also provide the opportunity to target Standard 2.2, with students analyzing a product of the culture studied.

NEWSPAPER

TARGETED STANDARDS
1.2 Interpretive Communication
1.3 Presentational Communication
3.1 Making Connections
5.1 School and Community

Señor Fernandez' students listened to a presentation from a professional journalist on publishing the *Mundo Hispánico* in Atlanta. The guest speaker described the process leading up to the publication of an issue in Spanish. The students take notes during this presentation, which is conducted in Spanish. Small groups of students select specific tasks listed by the guest speaker as necessary for the production of their newspaper: editorials, interviews, entertainment highlights, cartoon strips, "Querida Carmen" (Dear Abby), sports summaries, and a horoscope. In addition, each student writes a short story. Students are not only required to prepare the information assigned to them but also to present updates on their progress to the whole class. The students produce a Spanish newspaper. They work collectively on editing, rewrites, and format. Three students work at the computers. The students are very proud of their finished product and share the Spanish edition with other classes.

Reflection

1.2 Students listen to the presentation of the professional journalist and take notes.
1.3 Students write an article for a student publication.
3.1 Students further their understanding of media literacy.
5.1 Students interact with members of the local community involved in a variety of professions.

This activity effectively involves students with members of the community who use the language on a daily basis in their professions. Learners also apply skills from the writing process and the technology of desktop publishing to the project. In addition, because the students share their product with their peers, there is an audience other than the teacher. This is a crucial element in motivating students to use the language correctly. The activity could be extended by publishing the newspaper on a regular basis and involving the students from other Spanish classes by having them submit letters to the editor and questions to the "Querida Carmen" column.

PENPALS AND "KEYPALS"

TARGETED STANDARDS
1.1 Interpersonal Communication

In classrooms in Glastonbury, CT, and Palo Alto,CA, sixth graders exchange e-mail and letters with each other in Spanish. Their teachers have facilitated the communication, and once a week the students exchange information on various topics with their pals across the continent. They discuss their families, hobbies and interests, school life, and plans for the upcoming vacation. Some trade photos and brochures from their community for use in a social studies project.

Reflection

1.1 Students describe people and things in their environment and ask questions to obtain information; students write informal messages to each other.

The importance of this activity is that students are seeing a relevant and immediate application of their language learning. Although technology is used for e-mail communication, some students are also writing letters. Students are motivated to find out how their peers across the country are dealing with the same issues they are. This activity can be expanded to involve students in the target language country.

TARGETED STANDARDS

1.1 Interpersonal Communication
1.2 Interpretive Communication
1.3 Presentational Communication
2.1 Practices of Culture
2.2 Products of Culture
3.1 Making Connections
3.2 Acquiring Information
4.1 Language Comparisons
4.2 Cultural Comparisons
5.2 Lifelong Learning

PRE-ROMAN ITALY

Students in the Italian V class of T.R. Proctor Senior High School make a comparative study of the life and culture of pre-Roman Italy, concentrating on the creations and contributions of the Greek colonies of southern Italy and the Etruscan communities of central Italy. Research and discussion include daily life, towns, religion, and the arts. Students make particular note of the contributions of these cultures that are still seen and used today (i.e., Etruscan arch and funerary art, Greek architecture, city planning, and theater). Students extrapolate information on the lives of the Etruscans by studying their tomb frescoes. In small groups, students then create a series of frescoes depicting the "life-journey" of a modern person. Each group then tries to interpret the work of the other groups as if the frescoes were unearthed in the year 4000. After studying some of the Greek myths and legends that take place in Italy, students create classical theater masks for a videotaped dramatization of the legend of Ulysses and the Cyclops.

Reflection

1.1 Students use language to discuss their findings of pre-Roman life; they work in groups to produce the murals and the play.
1.2 Students read and interpret the messages of a pictorial history (mural) and the moral of a classical myth.
1.3 Students perform a dramatization.
2.1 Students learn about the development of artistic and theatrical traditions in western culture.
2.2 Students identify elements of pre-Roman architecture, sculpture, theater, city planning, etc.
3.1 Students make connections to disciplines of social studies, history, and the arts.
3.2 Students extrapolate the causes for the results of the evolution of Italian culture from its ancient roots.

4.1 Students develop the ability to express conjecture by the use of grammatical formulas peculiar to Italian, as well as revisit corresponding structures in English.
4.2 Students discuss the artistic and social dynamics of cultures.
5.2 By developing a knowledge of fundamental concepts in art, architecture, drama, and social structure, students will better understand and appreciate new encounters in those areas.

This scenario touches upon the standards in all five of the goal areas. Activities are adaptable to various levels. The unit lends itself to cooperative, aesthetic, and interdisciplinary approaches. Similar scenarios could be designed on a variety of topics that are of particular interest to students or in which the teacher has a particular specialization.

PILOT SITE

WILLIAMSTON COMMUNITY SCHOOLS WILLIAMSTON, MI

Williamston Community Schools serve a total student population of fewer than 1700, almost all of whom are involved in foreign language study. Until their elementary teacher moved away, this small, rural community supported a K-12 sequence of Spanish instruction. Currently, the district maintains its program for grades 6-12.

PUERTO RICO HERE WE COME!

TARGETED STANDARDS
1.1 Interpersonal Communication
2.2 Products of Culture

In order to acquaint students with the culture of the language they are learning, kindergarteners in Rockbridge Elementary School's FLEX (Foreign Language Experience) program learn about the culture of Puerto Rico and the traditional dishes that are eaten in this culture. A map and pictures of the island give the students a better view of its location, but original music, traditional dress, traditional food, and authentic musical instruments are still missing. In order to become familiar with these cultural aspects, the students decide to "take a trip" to the island of Puerto Rico in the form of an extended role play. The sound of an airplane departing and arriving is used to make this activity more exciting. After they "arrive" on the island, they listen to taped, authentic music. Using pictures and photographs, they take a trip around the island looking at various things, including traditional homes and dress. Students listen to the vocabulary and repeat it after the teacher. After they "travel" and have fun going from place to place, they are hungry. What better way of ending this activity than eating a traditional dish from the island: *arroz con pollo y habichuelas.*

Reflection

1.1 Students learn pertinent vocabulary and ask and answer simple questions about Puerto Rico.
2.2 Students see, hear, and sample various products of the culture studied.

This activity exemplifies the rich experiences that can be provided in a FLEX class. The students are actively involved in learning about the culture in a hands-on experience. The language is introduced as it relates to the cultural topics. A variety of modalities and senses are used so that students are able to "experience" the culture. This activity may be adapted for any grade level or language program model.

TARGETED STANDARDS

1.2 Interpretive Communication
1.3 Presentational Communication
3.2 Acquiring Information
5.2 Lifelong Learning

RESEARCH PORTFOLIO

Second year students in Gwinnett County complete an in-depth study of a Spanish-speaking country in this hemisphere in a multi-step process during the semester. In the school media center, the high school students are introduced to the "Countries of the World" CD-ROM program and *DC Newsbank*, in addition to traditional resources in the form of encyclopedias, maps, etc. Some of the reference sources are available in Spanish. The students produce a portfolio with the following components: a travel brochure describing the country they select; an article in Spanish from the media resources, as well as three pictures, maps and/or drawings; a biography of a famous person from the country; the recipe of a national dish, a song (performed and recorded on an audio or video tape); and an item of the student's choice related to the environment, economics, or politics. The portfolios are kept in the classroom for later use as reference.

Reflection

1.2 Students read the information provided on the CD-ROM and in print.
1.3 Students prepare materials for inclusion in the portfolio.
3.2 Students acquire information from authentic documents.
5.2 Students consult resources to obtain information on a topic of interest.

This activity demonstrates to students how to access information from the community on a topic of interest. Technology applications are made during this process as students make selections for inclusion in the portfolio. Students are guided through the process, but are also allowed to select an item related to their own interest. The fact that the portfolio will remain in the classroom as a resource for other students makes this activity highly motivating and relevant for the students. The teacher could include peer editing in the process in order to improve the level of accuracy in the materials developed.

TARGETED STANDARDS

1.1 Interpersonal Communication
1.2 Interpretive Communication
2.1 Practices of Culture
4.2 Cultural Comparisons
5.1 School and Community

RITES OF PASSAGE

The students in Señora Juarez' seventh grade Spanish class in a Dade County middle school have been discussing the traditions in Spanish-speaking countries for identifying when one enters "adulthood." They have been comparing and contrasting ceremonies and rituals, such as the "*los quince años*" with "Sweet Sixteen" parties in the United States. They have also discussed first communions and other religious coming-of-age celebrations. They have made a chart of specific rights and responsibilities that are granted at certain ages in the United States, such as getting a driver's license and

being able to vote. Since these students have been learning Spanish since the second grade, they have an extensive vocabulary and are able to communicate on a wide variety of topics relating to their personal interests and needs. From this background, they develop a questionnaire regarding these rites of passage and are assigned to survey at least five members of the Spanish-speaking community and five members of other ethnic backgrounds. Working in groups, they collect and analyze the responses and make summary statements regarding the traditions about one's passage to adulthood in American culture and in the Spanish-speaking world.

Reflection

1.1 Students discuss the topic of coming of age.
1.2 Students comprehend significant details from their interviews.
2.1 Students learn how the other country views coming of age.
4.2 Students analyze societal rites of passage in their own culture and in the culture studied.
5.1 Students use the language in the school and in the local community.

Using geography textbooks from the culture studied, students could research how cultures in various parts of the world mark the coming of age. In some instances they might participate in celebrations which occur in these cultures or reenact some of the celebrations themselves. Participating in a celebration outside of school would add a focus on Standard 5.2, Lifelong Learning. Reenacting such a celebration would provide the opportunity to target Standard 1.3, Presentational Communication. Other topics that might be addressed in this manner include marriage and death rituals.

THE ROMAN FAMILY

TARGETED STANDARDS

1.1 Interpersonal Communication
1.2 Interpretive Communication
2.1 Practices of Culture
2.2 Products of Culture
4.1 Language Comparisons
4.2 Cultural Comparisons

When Ms. Bauer presents the Roman family in her first-year Latin class in Fairfax County, the students practice simple sentences aloud and answer questions in Latin regarding the members of the family, what they are wearing, and what they are doing in the picture. This leads to a discussion of the role of each family member in ancient Rome: the father as head of the household; the mother as the primary teacher of the daughter, who marries around the age of twelve; and the son as the student who learns to conduct business as his father does. Ms. Bauer then asks the students to discuss how the family roles in American culture are different and some of the reasons for these differences. Students who have a background in other cultures are encouraged to discuss the roles of family members of their culture. Ms. Bauer then introduces the students to a passage in Latin that discusses the Roman family, which the students are easily able to comprehend because of the prior oral and visual preparation. Finally, Ms. Bauer asks students to summarize what they noticed in the story with regard to adjectives that describe, respectively, female

and male members of the family. Students describe what they noticed in the passage and how this relates to noun/adjective agreement and gender in the English language.

Reflection

1.1 Students use Latin to ask and answer questions.
1.2 Students read and understand the Latin passage.
2.1 Students understand the organization and the roles of the Roman family.
2.2 Students understand the setting of the Roman house and some Roman clothing.
4.1 Students understand the concept of noun/adjective agreement and gender and how it compares to the English language.
4.2 Students recognize the similarities and differences found in the concept of family and how this concept relates to that of American and other cultures.

The discussion of the family is relevant to all languages and could also be focused on a myriad of topics. The first-year class would be appropriate for elementary, middle school, or high school students. Relating this discussion to information from history or social studies (either from an earlier year, or currently) would help move the scenario into a focus on Standard 3.1. The language system as a curricular element plays a role in helping students understand the Latin syntax and compare it with English. If the class included students who spoke a Romance language at home, a third comparison could be made. These students already control adjective agreement in their first language and find the Latin not to be a problem. The use of Latin orally while using visuals helps students internalize language structures, which facilitates their comprehension of the Latin passage.

TARGETED STANDARDS
1.3 Presentational Communication
2.2 Practices of Culture
4.2 Cultural Comparison

ROMAN MARRIAGE

In Mr. Burgess' first year Latin class, the students are planning a re-creation of an authentic Roman wedding. Each of the Brockwood High School students receives a handout from their teacher about Roman marriage. The handout includes the marriage contract, the sequence of events, and the script the participants will read during the ceremony, along with pertinent vocabulary in Latin. After discussing the handout, the students choose roles. There will be a bride and a groom, priest, augur, and many other Romans. All of the students who do not have a specific role will participate in the procession to the groom's house. After they have enacted the ceremony in Latin, they discuss information in the handout and compare Roman weddings with weddings in American culture.

Reflection

1.3 Students participate in the ceremony using Latin.
2.2 Students participate in the reenactment of a ceremony from the culture studied.
4.2 Students discuss differences in the historical re-creation and practices in today's society.

An extension of this activity could include searching a CD-ROM containing literary works of Latin authors for references to Roman marriages by using the vocabulary learned to search for appropriate passages. Students could be asked to compare the marriage customs through the centuries as presented by various authors during different literary periods. To bring in the language system, the teacher might ask students to identify specific syntax that is found in the marriage ceremony and how this reflects the attitude of the Romans toward marriage and the role of bride and groom in the ceremony.

RUSSIAN SCIENCE PROJECT

TARGETED STANDARDS

1.1 Interpersonal Communication
3.1 Making Connections
5.1 School and Community

Students at Captain Nathan Hale Middle School in Connecticut begin a pen pal correspondence on the Internet with a school in Moscow. Over the years, this leads to an exchange of students, teachers, and community members between the Connecticut and Russian communities. A Russian teacher reads about the exchange in the local newpaper and volunteers to teach students Russian. Since the students are involved in a science project on rocketry with their Russian counterparts, the first words they learn are Russian space terms and how to count backwards from ten for lift-off. They buidt model rockets and launch them in Moscow and Coventry, CT. The students use computer software to develop stacks of pictures and words in English and Russian, along with the pronunciation and Russian background music. Russian language instruction is now an integral part of the curriculum at Nathan Hale Middle School.

Reflection

1.1 Students use written language to communicate with their Russian peers via the Internet.
3.1 Students acquire information about science in the target language.
5.1 Students communicate orally and in writing with members of the other culture regarding topics of personal interest, community, or world concern.

This scenario illustrates how a purposeful learning activity with students in another country can motivate students to learn the language and influence foreign language offerings in the school. The focus of the language instruction is also driven by the science topic that the students are currently studying, providing an excellent example of making connections across disciplines.

TARGETED STANDARDS

4.2 Cultural Comparisons

STEREOTYPES

At Trickum Middle School, students in the FLEX program are learning to recognize that cultures view situations from varying perspectives. The class discusses several aspects of stereotyping, and Frau Campbell shows taped television commercials, music videos and geography films from Germany to the group. The students, in turn, make generalizations about what they viewed. The students then compare and contrast American and German television commercials and music videos and note similarities and differences. They then interview an exchange student from Germany to get her reaction to their generalizations. Following the interview the students write and perform skits in English that focus on the misunderstandings that might occur when American tourists visit Germany or when German tourists are in the U.S.

Reflection

4.2 Students compare and contrast cultural traits.

Because this is an exploratory program, the students participate in similar projects in French and Spanish. They are highly interested in the activity because it makes use of items that are very familiar to them, i.e., commercials and music. Students with more advanced language skills could conduct the interview in the foreign language.

Frequently Asked Questions

WHY STANDARDS FOR GRADES 4, 8, AND 12?

Many teachers ask why the standards task force drafted standards for these grades, given that most foreign language study in our schools occurs in high schools, primarily at grades 9-10. The task force developed foreign language standards within parameters that have encompassed all the disciplinary projects, be it science, history, or the arts. Our mandate was to establish content standards (what students "know and are able to do"); we chose to establish progress indicators at grades 4, 8, and 12 to align ourselves with all the other disciplines. Were we to stand alone with standards only for high school—currently the most common grade levels for foreign language study—we would lose any possibility of a stronger position in the core curriculum.

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WHAT IS THE RELATIONSHIP OF STANDARDS TO STATE AND LOCAL DISTRICTS?

Standards are intended to serve as a gauge for excellence as states and local districts carry out their responsibilities for curriculum in the schools. The political context requires that national standards be voluntary and that they do not usurp the role of the states. National standards are neither curriculum nor are they substitutes for state frameworks; that is why they do not reflect a level of detail that teachers are accustomed to seeing in local documents. We do expect that the usefulness of the standards lies in their definition of the field and their reflection of the profession. They also set out the possibilities that accrue from an extended sequence of language study. We adhered to the advice to be parsimonious in the number of standards created, while maintaining rigor in depth and breadth.

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HOW DO STANDARDS RELATE TO THE PROFICIENCY GUIDELINES?

Informed teachers will recognize within the standards the work that has preceded this initiative under rubrics of proficiency-oriented or communication-based instruction, as well as the broadening of the teaching of target cultures to encompass lifestyle and civilization. However, in keeping with the attempt to create broadly conceived standards, we did not carve standards into separate skill areas of listening, speaking, reading, and writing. Instead, we addressed communication in its overarching purposes of interpersonal interactions, interpretation, and presentation. Regardless of modality, communication must be culturally grounded. Teachers will note that the standards venture into new areas that become possible to achieve given, earlier starts and longer sequences for our learners.

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ARE THE STANDARDS MANDATORY?

The standards are voluntary. They are intended to serve as a model to state and local policy makers and curriculum developers as they reconsider the role of foreign languages in their schools. Regardless of the changing fiscal or political circumstances, the impact of the standards will undoubtedly be felt in classrooms around the country as individuals teachers modify their instruction to assist their students in making progress toward achieving the five C's of foreign language education: communication, cultures, connections, comparisons, and communities.

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WHY DOES THIS DOCUMENT SPECIFY THAT FOREIGN LANGUAGES ARE FOR ALL STUDENTS?

In the twenty-first century, few working situations in the United States will not involve interaction with speakers of languages other than English. Whether a student engages in a career of international affairs or is hired by a local business that serves a multilingual community, knowledge of a language other than English will increasingly be viewed by employers as an important skill. This is one of the primary reasons that all students should have the opportunity to pursue learning another language. However, since foreign language programs have not traditionally accommodated all students, this proposal may seem challenging to foreign language teachers. For this reason, an important part of this document is the inclusion of a broader sense of what constitutes learning a language (i.e., connecting with other disciplines and developing insight into one's own language and culture) and other components (i.e., communication strategies and learner strategies) that have not traditionally been integrated into a student's language experience. Including these components in the instructional program will give students an important sense of themselves as language learners responsible for their learning. By becoming responsible language learners, students will become more motivated to engage themselves actively in the language learning process. By participating in language programs that reflect the standards of all five goals, students will see a usefulness to language learning that has never before been evident to the student population at large. In the twenty-first century, citizens of the United States will increasingly witness the practical application of languages in all areas of the work force as well as the community. The implementation of these goals and standards will help prepare our students for that world.

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BUT WHAT ABOUT THOSE STUDENTS WHO REALLY CAN'T LEARN A FOREIGN LANGUAGE?

Historically, foreign language instruction has been limited to college bound and high achieving students under the mistaken assumption that only those students could be successful learners. However, it has been shown in a variety of educational settings that high expectations accompanied by appropriate instructional support result in remarkable student achievement. The very same techniques that apply to learning for all students, in general, apply to this group of students, as well. For example, when Frederic Cohen, a principal of a New York State high school, did not inform teachers which of their students were non-Regents students, the overall number of students obtaining Regents' diplomas at the end of the school year increased 15% (Shanker 1995). When teachers were "underprepared," they succeeded in teaching all students more successfully. In another school district, middle school students who had been placed in special education classes were enrolled in a three-year foreign language program. As a consequence of carefully planned goals and instruction, all of those students were successful in achieving the course goals, and several continued their language study, passing the Regents' examination, and participating in student exchange programs abroad (Foreign Language Project 1985).

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FREQUENTLY ASKED QUESTIONS

WILL TEACHERS BE GIVEN ASSISTANCE TO HELP THEM TO WORK WITH THE STANDARDS?

Professional development for practicing teachers is crucial. Many workshops and seminars have already taken place around the country to acquaint teachers with the standards. Just as professional organizations in other disciplines have intensified their efforts to provide continuing education for their colleagues, our professional organizations recognize the need to provide opportunities to revitalize and expand the disciplinary and pedagogical expertise of language teachers. These organizations are currently exploring a variety of ways, such as technology, distance learning, sequential workshops, or mentoring networks, to assist teachers in their ongoing efforts to remain abreast of current developments in education. National, state and local professional organizations that support foreign language educators, postsecondary institutions, and some local school districts are crafting the extended sequence of professional development needed to translate the standards into curriculum and classroom practices that facilitate student success.

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ARE ALL THE GOALS THE SAME?

No, the five goals—communication, cultures, connections, comparisons and communities—are not the same. They are, however, considered parts of an interconnected whole. These goals and the standards are fairly fixed in that they represent the consensus of the field as to the overall objectives of second language study.

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BUT WHAT IF I THINK THE COMMUNICATION GOAL IS THE MOST IMPORTANT?

The communication goal is indeed important. However, students in the twenty-first century need to be able to understand cultures, to respond in culturally appropriate ways, to access information only available within the foreign language, to gain insight into their own language and culture, and they need to be prepared to apply what they learned beyond the school setting. Focusing on a single goal will not provide adequate preparation for the future.

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WHAT IS THE ROLE OF GRAMMAR?

In the past, foreign language instruction focused primarily on the memorization of words and grammar rules. The standards require a much broader definition of the content of the language classroom, one in which students are given ample opportunities to explore, develop, and use communication strategies, learning strategies, and critical thinking skills, as well as the appropriate elements of the language system and culture.

Unfortunately, as generations of language students have taught us, grammar by itself does not produce individuals who can speak or understand the language that they studied. Foreign languages are not "acquired" when students learn an ordered set of facts about the language (e.g., grammar facts, vocabulary). Students need to be able to use the target language for real communication, that is, to carry out a complex interactive process that involves speaking and understanding what others say in the target language as well as reading and interpreting written materials.

Grammar, however, is nevertheless important in the study of a language. Goal four focuses the students' attention on the nature of linguistic systems by asking them to compare their own language and the language studied along a number of key dimensions.

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HOW DO I USE THE STANDARDS IF MY DISTRICT'S PROGRAM DOESN'T BEGIN UNTIL THE SEVENTH GRADE?

Although the standards document describes an ideal sequence of study and set of standards, some districts and program models are presently not able to provide these experiences for students. While working to encourage districts to extend the language sequence into the lower grades in the elementary schools, teachers and curriculum planners can examine the standards in light of the programs that are being provided locally. Knowing that the results will vary dramatically between programs that offer two years of study versus twelve, teachers can elect to cover some standards and use some of the grade 4 progress indicators adjusted for age-appropriate content to describe shorter sequences of study. At the state and local level, curriculum planners can use the standards document as a tool for planning present programs and as a powerful description of what could be accomplished if resources and time could be provided for extended sequences of language study.

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WHY STUDY A LANGUAGE AT AN EARLY AGE?

The painful truth is that learning to speak, read, write, and think in another language takes a long time; and age and attitude have an effect on one's ability to become proficient in another language. Just as mathematical reasoning skills should be learned and applied in many contexts and operations according to the age and developmental level of the child, so too should the elements of another language and culture be learned and applied. Also, traditionally, subjects relegated to the fringes of the educational core are not as valued by students or parents. Students, not knowing what they are missing, avoid learning altogether, or worse, think that two years of minimal exposure to the language will result in advanced proficiency in the language. The foreign language standards show students, parents and policy makers what students should know and be able to do after a longer sequence of study. By using the progress indicators as samples of student progress along the way to greater proficiency, student, and parents will gain a realistic picture of what it takes to learn another language.

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HOW DO WE ARTICULATE WITH A STANDARDS-BASED PROGRAM?

A major articulation issue is the placement of students who have participated in a standards-based program before new assessment instruments have been developed to measure what they know and are able to do. States and districts are now being asked to develop the performance standards which address the question of how well the students need to do in meeting the standards. Before this can happen, the profession needs to engage in a collaborative discussion regarding the program goals across instructional levels. We need these discussions to establish not only seamless instruction, but also seamless learning.

Appendix A: References and Further Reading

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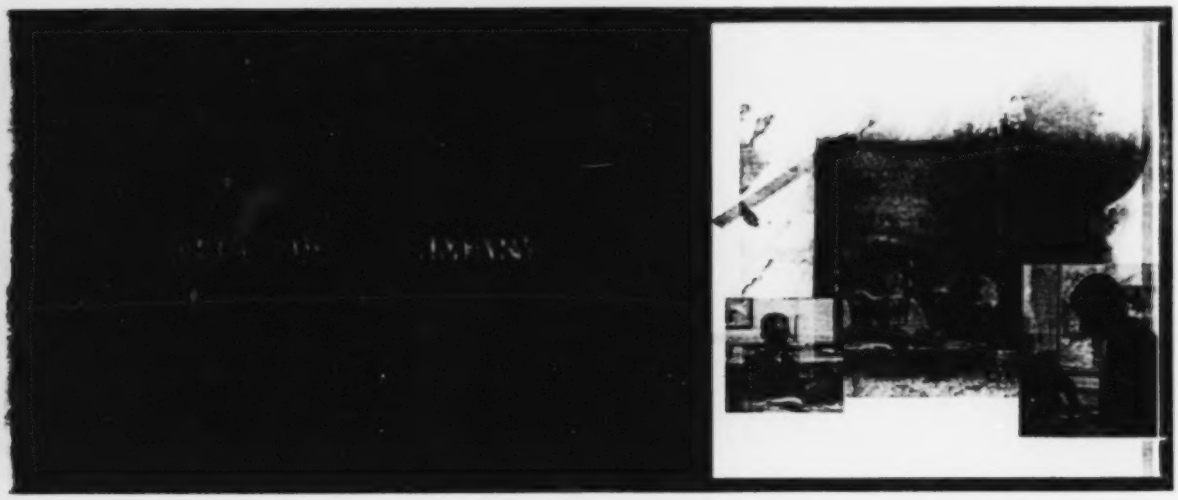

STANDARDS FOR FOREIGN LANGUAGE LEARNING:

Preparing for the 21st Century

Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language.

Statement of Philosophy
Standards for Foreign Language Learning

In 1993, a coalition of four national language organizations (the American Council on the Teaching of Foreign Languages, the American Association of Teachers of French, the American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese) received funding to develop standards for foreign language education, grades K-12.

This was the seventh and final subject area to receive federal support to develop national standards as part of the Bush Administration's America 2000 education initiative, which continued under Goals 2000 in the Clinton Administration. An eleven-member task force, representing a variety of languages, levels of instruction, program models, and geographic regions, was appointed to undertake the task of defining ***content standards***—what students should know and be able to do—in foreign language education. At each stage of development, the task force shared its work with the broader profession and the public at large. The resulting document represents an unprecedented consensus among educators, business leaders, government, and the community on the definition and role of foreign language instruction in American education.

The standards do not describe the current status of foreign language education in this country. While they reflect the best instructional practice, they do not describe what is being attained by the majority of foreign language students. *The Standards for Foreign Language Learning* will not be achieved overnight; rather, they provide a gauge against which to measure improvement in the years to come.

The standards are not a curriculum guide. While they suggest the types of curricular experiences needed to enable students to achieve the standards, and support the ideal of extended sequences of study that begin in the elementary grades and continue through high school and beyond, they do not describe specific course content, nor recommended sequence of study. They must be used in conjunction with state and local standards and curriculum frameworks to determine the best approaches and reasonable expectations for the students in individual districts and schools.

The Five C's of Foreign Language Education

The purposes and uses of foreign languages are as diverse as the students who study them. Some students study another language in hopes of finding a rewarding career in the international marketplace or government service. Others are interested in the intellectual challenge and cognitive benefits that accrue to those who master multiple languages. Still others seek greater understanding of other people and other cultures. Many approach foreign language study, as they do other courses, simply to fulfill a graduation requirement. Regardless of the reason for study, foreign languages have something to offer everyone. It is with this philosophy in mind that the standards task force identified five goal areas that encompass all of these reasons: ***Communication, Cultures, Connections, Comparisons,*** and ***Communities***—the five C's of foreign language education.

Communication

Communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature.

Cultures

Through the study of other languages, students gain a knowledge and understanding of the ***cultures*** that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.

Connections

Learning languages provides ***connections*** to additional bodies of knowledge that may be unavailable to the monolingual English speaker.

Comparisons

Through ***comparisons*** and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.

Communities

Together, these elements enable the student of languages to participate in multilingual ***communities*** at home and around the world in a variety of contexts and in culturally appropriate ways.

"Knowing how, when, and why to say what to whom"

All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words. Formerly, most teaching in foreign language classrooms concentrated on the ***how*** (grammar) to say ***what*** (vocabulary). While these components of language are indeed crucial, the current organizing principle for foreign language study is ***communication***, which also highlights the ***why***, the ***whom***, and the ***when***. So, while grammar and vocabulary are essential tools for communication, it is the acquisition of the ability to communicate in meaningful and appropriate ways with users of other languages that is the ultimate goal of today's foreign language classroom.

Standards for Foreign Language Learning

Communication

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Following is an abbreviated sample of the goals, standards, and progress indicators for grades four, eight, and twelve as they appear in "Standards for Foreign Language Learning: Preparing for the 21st Century."

COMMUNICATION

1.1 **Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

This standard focuses on interpersonal communication, that is, direct oral or written communication between individuals who are in personal contact. In most modern languages, students can quite quickly learn a number of phrases that will permit them to interact with each other. In the course of their study, they will grow in their ability to converse in a culturally appropriate manner.

Sample Progress Indicators

Grade 4: Students ask and answer questions about such things as family, school events, and celebrations in person or via letters, e-mail, or audio and video tapes.

Grade 8: Students exchange information about personal events, memorable experiences, and other school subjects with peers and/or members of the target cultures.

Grade 12: Students exchange, support, and discuss their opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary and historical issues.

1.2 **Students understand and interpret written and spoken language on a variety of topics.**

Standard 1.2 involves one-way listening and reading in which the learner works with a variety of print and non-print materials. The context in which the language is experienced and the ability to control what they hear and read may impact students' development of comprehension. As a result, the ability to read may develop before the ability to comprehend rapid spoken language. In addition, content knowledge will often affect successful comprehension, for students understand more easily materials that reflect their interests or for which they have some background.

Sample Progress Indicators

Grade 4: Students comprehend the main idea of developmentally appropriate oral narratives such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes.

Grade 8: Students use knowledge acquired in other settings and from other subject areas to comprehend spoken and written messages in the target languages.

Grade 12: Students demonstrate an increasing understanding of the cultural nuances of meaning in written and spoken language as expressed by speakers and writers of the target language in formal and informal settings.

1.3 **Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

This standard focuses on the formal presentation of information, concepts, and ideas in spoken and written form and is concerned, in most cases, with one-way speaking and writing. Students with little or no previous language experience are likely to produce written and spoken language that will contain a variety of learned patterns or will look like English with words in the other language. This is a natural process and, over time, they begin to acquire authentic patterns and to use appropriate styles. By contrast, home-background students will write in ways that closely resemble the spoken language. Moreover, they will control informal oral styles. Over time these learners will develop the ability to write and speak using more formal styles.

Sample Progress Indicators

Grade 4: Students prepare illustrated stories about activities or events in their environment and share with an audience such as the class.

Grade 8: Students prepare tape or video recorded messages to share locally or with school peers and/or members of the target cultures on topics of personal interest.

Grade 12: Students prepare a research-based analysis of a current event from the perspective of both the U.S. and target cultures.

CULTURES

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

This standard focuses on the ***practices*** that are derived from the traditional ideas and attitudes (*perspectives*) of a culture. Cultural practices refer to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, the use of forms of discourse, the social "pecking order," and the use of space. In short, they represent the knowledge of *"what to do when and where."*

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

This standard focuses on the ***products*** of the culture studied and on how they reflect the perspectives of the culture. Products may be tangible (e.g., a painting, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural practices involve the use of that product.

CONNECTIONS

3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day, so too can foreign language build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of the foreign language and culture. Foreign language instruction thus becomes a means to expand and deepen students' understanding of, and exposure to, other areas of knowledge. The new information and concepts presented in one class become the basis of continued learning in the foreign language classroom.

3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

As a consequence of learning another language and gaining access to its unique means of communication, students are able to broaden the sources of information available to them. They have a "new window on the world." At the early levels of language learning, students can begin to examine a variety of sources intended for native speakers, and extract specific information. As they become more proficient users of the foreign language, they can seek out materials of interest to them, analyze the content, compare it to information available in their own language, and assess the linguistic and cultural differences.

COMPARISONS

4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

This standard focuses on the impact that learning the linguistic elements in the new language has on students' ability to examine English and to develop hypotheses about the structure and use of languages. From the earliest language learning experiences, students can compare and contrast the two languages as different elements are presented. Activities can be systematically integrated into instruction that will assist students in gaining understanding and in developing their abilities to think critically about how languages work.

4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar and different from their own culture, and they develop the ability to hypothesize about cultural systems in general. Some students may make these comparisons naturally, others may not. This standard helps focus this reflective process for all students by encouraging integration of this process into instruction from the earliest levels of learning.

COMMUNITIES

5.1 Students use the language both within and beyond the school setting.

This standard focuses on language as a tool for communication with speakers of the language throughout one's life: in schools, in the community, and abroad. In schools, students share their knowledge of language and culture with classmates and with younger students who may be learning the language. Applying what has been learned in the language program as defined by the other standards, students come to realize the advantages inherent in being able to communicate in more than one language and develop an understanding of the power of language.

5.2 Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Each day millions of Americans spend leisure time reading, listening to music, viewing films and television programs, and interacting with each other. By developing a certain level of comfort with their new language, students can use these skills to access information as they continue to learn throughout their lives. Students who study a language can use their skills to further enrich their personal lives by accessing various entertainment and information sources available to speakers of the language. Some students may have the opportunity to travel to communities and countries where the language is used extensively and, through this experience, further develop their language skills and understanding of the culture.

SAMPLE LEARNING SCENARIO: NEWSCAST

Standards Targeted

1.1 Interpersonal Communication
1.3 Presentational Communication
2.1 Practices of Culture
3.1 Furthering Connections
5.1 School and Community
5.2 Life-long Learning

Description

In the Spanish II class in Williamston High School, a small, rural community in Michigan, students worked in groups to write, produce, and videotape a fifteen-to-twenty minute Spanish language news show that included news events; a live, from-the-scene report; weather; sports; and commercials. The news events included items from the Spanish-speaking world, the United States, the state, and local areas.

Reflection

1.1—Students work cooperatively in groups using the language to produce the newscast.
1.3—Students produce the newscast in the language studied.
2.1—Students present news stories that reflect a perspective from the culture studied.
3.1—Students develop news items on a variety of topics.
5.1—Students use the language in the classroom.
5.2—Students develop insights necessary for media literacy.

If the students were asked to view taped newscasts and commercials from two Spanish speaking countries and use them as models for their project, an emphasis could be placed on Standards 1.2 and 4.1 (in preparing for the project, students view newscasts and compare and contrast language styles) and Standard 4.2 (students note cultural similarities and differences in the videotapes they viewed). This type of preparation for the project would also provide the opportunity to target Standard 2.2 with students analyzing a product of the culture studied. This scenario could be applied to any language at a variety of levels.

Targeted Standards

1.2 *Interpretive Communication*
2.2 *Products of Culture*
4.2 *Culture Comparisons*

SAMPLE LEARNING SCENARIO : CHINESE CALENDAR

Description

In Ms. Chen-Lin's Chinese class in West Hartford, CT, eighth graders are learning about the Chinese calendar. Students listen to the folkloric tale of how the years got their names, which the teacher explains using story cards. The students then use artistic expression to recall the details of the story by making posters that announce the race of the twelve animals in the story. They are encouraged to include on their poster the date, time, location, and prize in Chinese. On the next day, the class explores the importance of a calender in the students' own culture and in others. The students discuss the differences found in the Chinese and American calendars. They then make a calendar using Chinese characters to be used in their homes. They include birthdays, family celebrations, school activities, and other special events.

Reflection

1.2—Students comprehend the story of the Chinese calendar told in the target language
2.2—Students read about and discuss products of the culture
4.2—Students compare and contrast products found in the two cultures.

In this activity, the students understand the calendar explanation more easily because the teacher accompanies the story with visuals. The use of artistic expression to check for their understanding allows students with various learning styles to be successful in showing what they understood from the story. The follow-up discussion helps students reflect on the importance of a calendar within a culture and the role that the calendar plays in American culture.

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